

Catalog Home

The University of Northern Iowa catalog is a one-year publication that contains general information regarding fees, policies, and curriculum requirements. Every effort has been made to ensure this information is 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, university administration, or the Iowa Board of Regents.

The University Catalog is the official record for all academic programs, policies, and requirements.

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Academic Calendar

Summer 2026

May 18	Mon., instruction begins, 7:30 a.m.
May 25	Mon., holiday (offices closed)
July 3	Fri., holiday (offices closed)
August 7	Fri., summer session ends, 4:30 p.m.

(May/June/July session - 12 weeks)

May 18	Mon., instruction begins, 7:30 a.m.
August 7	Fri., May/June/July session ends, 4:30 p.m.

(May session - 4 weeks)

May 18	Mon., instruction begins, 7:30 a.m.
June 12	Fri., May session ends, 4:30 p.m.

(May/mid-June session - 6 weeks)

May 18	Mon., instruction begins, 7:30 a.m.
June 26	Fri., May/mid-June session ends, 4:30 p.m.

(June session - 4 weeks)

June 15	Mon., instruction begins, 7:30 a.m.
July 10	Fri., June session ends, 4:30 p.m.

(June/July session - 8 weeks)

June 15	Mon., instruction begins, 7:30 a.m.
August 7	Fri., June/July session ends, 4:30 p.m.

(mid-June/July session - 6 weeks)

June 29	Mon., instruction begins, 7:30 a.m.
August 7	Fri., mid-June/July session ends, 4:30 p.m.

(July session - 4 weeks)

July 13	Mon., instruction begins, 7:30 a.m.
August 7	Fri., July session ends, 4:30 p.m.

Fall Semester | 2026

August 24	Mon., instruction begins, 8:00 a.m.
September 7	Mon., holiday (offices closed)
October 16	Fri., first half semester ends, 10:00 p.m.
October 19	Mon., second half semester begins, 8:00 a.m.
November 23-27	Mon.-Fri., Fall break
December 14-18	Mon.-Fri., final examinations
December 18	Fri., semester ends, 10:00 p.m.
December 19	Sat., commencement

Winter Session | 2026-2027

December 21	Mon., instruction begins, 8:00 a.m.
December 24-25	Thur.-Fri., holiday (offices closed)
January 1	Fri., holiday (offices closed)
January 15	Fri., term ends, 10:00 p.m.

Spring Semester | 2027

January 19	Tues., instruction begins, 8:00 a.m.
March 12	Fri., first half semester ends, 10:00 p.m.
March 15-19	Mon.-Fri., spring break
March 22	Mon., second half semester begins, 8:00 a.m.
May 10-14	Mon.-Fri., final examinations
May 14	Fri., semester ends, 10:00 p.m.
May 15	Sat., commencement

Summer Session, 2027

May 17	Mon., instruction begins, 7:30 a.m.
May 31	Mon., holiday (offices closed)
July 5	Mon., holiday (offices closed)
August 6	Fri., summer session ends, 4:30 p.m.

(May/June/July session - 12 weeks)

May 17	Mon., instruction begins, 7:30 a.m.
August 6	Fri., May/June/July session ends, 4:30 p.m.

(May session - 4 weeks)

May 17	Mon., instruction begins, 7:30 a.m.
June 11	Fri., May session ends, 4:30 p.m.

(May/mid-June session - 6 weeks)

May 17	Mon., instruction begins, 7:30 a.m.
June 25	Fri., May/mid-June session ends, 4:30 p.m.

(June session - 4 weeks)

June 14	Mon., instruction begins, 7:30 a.m.
July 9	Fri., June session ends, 4:30 p.m.

(June/July session - 8 weeks)

June 14	Mon., instruction begins, 7:30 a.m.
August 6	Fri., June/July session ends, 4:30 p.m.

(mid-June/July session - 6 weeks)

June 28	Mon., instruction begins, 7:30 a.m.
August 6	Fri., mid-June/July session ends, 4:30 p.m.

Academic Calendar

(July session - 4 weeks)

July 12 Mon., instruction begins, 7:30 a.m.

August 6 Fri., July session ends, 4:30 p.m.

Fall Semester | 2027

August 23 Mon., instruction begins, 8:00 a.m.

September 6 Mon., holiday (offices closed)

October 15 Fri., first half semester ends, 10:00 p.m.

October 18 Mon., second half semester begins, 8:00 a.m.

November
22-26 Mon.-Fri., Fall break

December
13-17 Mon.-Fri., final examinations

December 17 Fri., semester ends, 10:00 p.m.

December 18 Sat., commencement

Academic Regulations

Academic Load Limits

During the fall or spring term a student may register for up to and including the limits below without obtaining special permission:

- **Undergraduate Academic Alert/Probation Students:** 15 hours
- **All Other Undergraduates:** 18 hours
- **Graduate Students:** 15 hours

Summer: Maximum student load is one (1) credit hour per week of instruction (i.e., 4 credit hours for a four-week session or 6 credit hours for a six-week session). During the 8-week summer session, the maximum graduate student load is 9 hours.

Winter: Maximum student load is four (4) credit hours. Requests to exceed the maximum will **not** be considered due to course credit expectations and contact minute requirements.

Students who wish to register for an overload must complete an online student request for approval in MyUNiverse **prior to registration**. A 3.00 GPA or above at UNI is usually required for consideration of an overload request for Graduate students.

Classification of Students

Earned Semester Hours:

- **Freshman:** less than 30 hours
- **Sophomore:** 30 - 59 hours
- **Junior:** 60 - 89 hours
- **Senior:** 90 hours and over

Full-time/Part-time Status (All Terms)

Undergraduate

- **Full-time:** 12 or more hours
- **3/4 time:** 9 - 11 hours
- **½ time:** 6 - 8 hours
- **Less than ½ time:** 1 - 5 hours

Graduate

- **Full-time:** 9 or more hours
- **3/4 time:** 7 - 8 hours
- **½ time:** 5 - 6 hours
- **Less than ½ time:** 1 - 4 hours

Academic Advisement Report

The choice of major should be made as early as possible in the student's university career in order to complete the program and fulfill requirements for graduation. The major requirements for degree completion are tied to the catalog year the major is declared. The student is assigned an advisor at orientation based on the major indicated at that time. Those students who are pre-majors, and students adding or changing a major, indicate this to the major department on

a *Declaration of Curriculum* form and a new advisor is assigned. The form is filed with the Office of the Registrar.

Degree-seeking, first baccalaureate students are eligible for an **Academic Advisement Report**. This is prepared by the Office of the Registrar and made available to the student in their Student Center. Changes in the student's declared major or minor are reflected on the Academic Advisement Report upon processing.

Exceptions to Academic Policies and Regulations

Undergraduate and graduate students who want to request an individual exception be made to a stated academic policy or regulation should complete an Academic Student Request. A student is encouraged to discuss an Academic Student Request with their academic advisor prior to submitting the online form. The student request online form can be accessed through Student Center in MyUNiverse.

Academic Forgiveness

Undergraduate Academic Forgiveness (Policy 3.21)

I. Purpose

The purpose of this policy is to provide an option for undergraduate students to seek one semester of forgiveness for past academic coursework, after separation from the University of Northern Iowa (UNI), and subsequently delineate the prescribed process.

II. Policy Statement

Students who have been separated from UNI for four or more years and who have experienced academic challenges affecting their grade point average, may wish to seek academic forgiveness as a means to restarting their academic career in order to graduate from UNI.

Students seeking academic forgiveness are responsible for ensuring their eligibility, initiating the process, and understanding the impact this policy may have on their academic record.

Procedures

Eligibility

Eligibility for academic forgiveness requires that an individual:

- is a former undergraduate student at UNI for one or more semesters, and
- has been separated from UNI (non-enrolled) for four consecutive calendar years or more, and
- has not already earned an undergraduate degree from UNI or another accredited institution, and
- has completed an application to re-enroll at UNI, or is re-enrolled at UNI following the designated separation, and
- has submitted an Application for Academic Forgiveness within one academic year of a return to UNI, and

Academic Regulations

- is free from unresolved holds placed on enrollment by any UNI offices, and
- is seeking academic forgiveness for a semester in which an academic ethics violation of level three or higher was not founded.

General Qualifications

1. Academic forgiveness is a request to remove a semester of previously completed coursework from UNI's calculated grade point averages upon approval of the request.
2. Academic forgiveness is applied to one identified semester of classes from UNI, regardless of the number of credit hours in the semester, in the Application for Academic Forgiveness. All classes within the identified semester are included in the Application for Academic Forgiveness. Forgiveness is not applicable to individual classes.
3. Major or program exit requirements (e.g. student teaching, culminating major/program field experience or internship) may not be eligible for forgiveness consideration depending on department/program policies.
4. The semester requested for academic forgiveness must apply to the individual's previous academic enrollment prior to reentry to UNI.
5. Academic forgiveness can only be approved one time.
6. Academic forgiveness is irreversible and final.
7. Students must complete a minimum of 12 credit hours within two calendar years upon or after reentry to UNI or the forgiveness approval will be void.
8. Tuition refunds are not considered for an academic forgiveness semester.

Academic Records, Standing and Financial Aid Awards

1. All courses taken and grades earned during the semester of academic forgiveness remain on the student's official transcript. They will be marked to show they have been removed from the computation of the GPA.
2. The academic hours earned during the forgiveness semester will not count toward the number of hours required for graduation.
3. Any courses in the forgiveness semester that satisfied departmental major/minor requirements should be reviewed with the corresponding department by the student at the time of forgiveness application. It is the decision of the department if a previously completed course will count as fulfilling the requirement in question. The acceptance of previously completed requirements for the major/minor is not guaranteed.
4. UNIFI/General Education requirements satisfied by courses taken during an approved forgiveness semester are not eligible for waiver.
5. A successfully completed prerequisite course in the major or minor impacted by academic forgiveness (i.e. during the semester forgiveness is requested) must be approved for waiver or substitution by the department for the major/minor degree requirements; all other courses must be repeated.
6. Other universities and educational institutions may interpret transcripts and earned grade point averages differently. They may recalculate the grade point average to include all courses and semesters of earned credit.

7. The Financial Aid Satisfactory Academic Progress policy is not impacted by receiving academic forgiveness. All coursework attempted will be included in evaluating a student's satisfactory academic progress for financial aid purposes. Students placed on financial aid suspension as a result of not meeting the Satisfactory Academic Progress prior to academic forgiveness will continue to remain on financial aid suspension. However, students have the opportunity to appeal their satisfactory academic progress standing. Eligibility for specific academic scholarships is determined by the requirements of each academic scholarship program, including how GPA eligibility decisions are determined. Contact the Office of Financial Aid and Scholarships prior to submitting an Application for Academic Forgiveness to better understand any impact on financial aid and the satisfactory academic progress appeals process.

Effective Fall 2018 semester.

Office of the Registrar and Office of the Provost and Executive Vice President for Academic Affairs, approved January 4, 2018

University Council, approved February 12, 2018

President and Executive Management Team, approved February 26, 2018

Graduate Academic Renewal

The purpose of Academic Renewal is to allow a fresh start in pursuing a new graduate degree option at UNI. Academic Renewal allows graduate students to have all the grades they previously earned at UNI for a specific period excluded from their grade-point-average (GPA). This process enables students to have up to 4 academic semesters (completed within consecutive 24 months) excluded from the calculation of their UNI Cumulative GPA. This procedure is not available for degrees already granted.

Eligibility and Requirements:

- Graduate student standing
- Be within recency status
- Have applied to a different graduate program at UNI and in the process of being admitted
- Free from university holds including financial holds
- Semester(s) with academic violation level 3 or higher is not eligible to be excluded from the calculation. Record is maintained.
- Probation and suspension (academic standing) will not be removed from records
- Programmatic probation/suspension will not be removed from records
- Excluded coursework cannot be reinstated
- Tuition cannot be refunded for past coursework
- Procedure can be applied only once

Procedure: When a graduate student decides to apply to a different degree program, the student must submit a new online graduate admission application and complete a graduate student request form for "Academic Renewal". The request is available from the Graduate Studies, Graduate Admissions Coordinator. If Graduate Studies approves the student's request for Academic Renewal, the Office of

the Registrar will annotate the permanent record indicated work taken during the disregarded semesters, even if satisfactory, may not apply toward graduation. However, all coursework and grades will remain on the students' record to ensure an accurate and complete academic history. Processed Academic Renewal forms are stored permanently in Onbase.

Academic Honors

Dean's List

To be eligible for the Dean's List, which is published each fall and spring semester, an undergraduate student must have earned a grade point average of no less than 3.50 while earning a minimum of 12 semester hours in which at least 1 semester hour is **graded** credit. Students who earn a minimum of 12 semester hours in field experience, practicum, internship or cooperative education courses that are offered only as nongraded credit are eligible for the Dean's List. Undergraduate and graduate semester hours will be combined to meet minimum credit hour requirements for students in combined (graduate/undergraduate) degree programs who have not yet finished their bachelor's degree but meet the 3.50 undergraduate GPA minimum. A Dean's List is not compiled for the summer session, nor does the list include graduate students

Graduation with Honors

Three levels of honors are awarded to students graduating with a bachelor's degree. To receive an honors designation, the student must earn at least 32 undergraduate credit hours from this university (effective Spring 2025).

The names of the students receiving honors are identified in the commencement program and on their academic transcript.

Summa Cum Laude

Students whose undergraduate cumulative UNI grade point average places them in the top 3% of those students graduating from their academic major college/division will be awarded *Summa Cum Laude*.

Magna Cum Laude

Students whose undergraduate cumulative UNI grade point average places them in the top 4% through top 8% of those students graduating from their academic major college/division will be awarded *Magna Cum Laude*.

Cum Laude

Students whose undergraduate cumulative UNI grade point average places them in the top 9% through top 15% of those students graduating from their academic major college/division will be awarded *Cum Laude*.

Academic Standing

Undergraduates

Undergraduate students at the University of Northern Iowa are expected to meet academic standards set by the university and to demonstrate satisfactory academic progress towards earning a degree. Academic Alert and Academic Probation serve to warn students that unless their academic performance improves, they may be placed on Academic Suspension. No student in their first-semester in attendance

at the University of Northern Iowa will be placed on Academic Suspension.

First-semester students (freshmen and transfer students) at the University of Northern Iowa placed on Academic Alert or Academic Probation may be subject to conditions designed to increase academic success. A student who does not agree to these conditions may have their course schedule canceled for the semester.

All continuing students (students who are in their second semester or beyond at UNI) who are placed on Academic Probation should also seek assistance for academic improvement from academic advisors, the Academic Learning Center, or the Counseling Center.

Undergraduate students wishing to discuss the Undergraduate Academic Standing Policy at UNI, or seeking information regarding readmission after Academic Suspension, may make an appointment with a representative of the Office of the Registrar, Gilchrist 115 or call 319-273-2241.

Academic Alert

Any **first**-semester student who has a 1.00 – 1.99 UNI Term GPA will be placed on Academic Alert. Only first-semester students new to the university can be placed on Academic Alert. While on Academic Alert, the student will be limited to 15 credit hours. Academic Alert is not recorded on the student's official academic transcript.

At the end of a student's semester on Academic Alert, one of the following actions will be taken:

- The student will be removed from Academic Alert and shall be in Good academic standing if their UNI cumulative GPA is a 2.00 or higher.
- The student will be placed on Academic Probation if their UNI cumulative GPA is less than a 2.00.

Academic Probation

Any **first**-semester student who has a UNI Term GPA below 1.00 will be placed on Academic Probation. Also, any **continuing student** will be placed on Academic Probation when their UNI cumulative GPA is below a 2.00. A student placed on Academic Probation must earn a minimum UNI Term GPA of 2.00 for each semester while on Academic Probation until their UNI cumulative GPA reaches 2.00 or higher.

While on Academic Probation, a student will be limited to 15 credit hours. Once a student's UNI cumulative GPA reaches 2.00 or higher, they will be removed from Academic Probation. Academic Probation is not recorded on the student's official academic transcript.

At the end of a student's semester on Academic Probation, one of the following actions will be taken:

- The student will be removed from Academic Probation and shall be in Good academic standing if their UNI cumulative GPA is a 2.00 or higher AND their UNI Term GPA is a 2.00 or higher.
- The student will continue on Academic Probation if their UNI Term GPA is a 2.00 or higher and their UNI cumulative GPA remains below a 2.00.

Academic Regulations

- The student will be placed on Academic Suspension if their UNI Term GPA is less than a 2.00.

Academic Suspension

A student on Academic Probation who fails to earn a UNI Term GPA of 2.00 will be placed on Academic Suspension. Academic Suspension is for a minimum period of one academic semester and is permanently noted on the student's official academic transcript. Once suspended, a student will not be allowed to re-enroll at the University of Northern Iowa until they have been academically reinstated.

Readmission after Suspension

Academic Suspension is for a minimum period of one regular academic semester. Only with strong justification, demonstrated potential for future success, and an agreement to enter the Early Admission Program (ERP) would a student be readmitted prior to sitting out for a semester. Entry into the ERP does not remove the suspension from a student's record.

An undergraduate student placed on Academic Suspension may be readmitted only after completing an application for readmission and receiving formal reinstatement from the Committee on Admission, Readmission, and Retention. The application for readmission can be completed and submitted online.

To request early readmission prior to sitting out one semester, complete the Application for Early Readmission from Academic Suspension. Readmission prior to sitting out a semester is contingent on the Committee's recommendation, and the student's acceptance of entry into the ERP. As a condition of reinstatement, a student will be subject to stipulations designed to increase academic success. A student who does not agree to these conditions will be denied early readmission or have their course schedule canceled for the semester.

To request readmission after sitting out a semester, complete the Application for Readmission from Academic Suspension.

A student who is readmitted after a first suspension, either through admission to the Early Readmission Program (ERP) or after sitting out for one semester, will be placed on Academic Probation following Suspension. A student readmitted after suspension must earn a UNI Term GPA of 2.00 for each semester until their UNI cumulative GPA reaches 2.00 or higher. While on Academic Probation following Suspension, the student will be limited to 15 credit hours for a semester. Failure to earn a UNI Term GPA of 2.00 or higher will result in a second suspension.

A second Academic Suspension will be for two regular semesters (summer sessions excluded). Students suspended for a second time may apply for early readmission through the Committee on Admission, Readmission, and Retention by completing the Application for Early Readmission from Academic Suspension, only after having sat out for a minimum of one regular semester.

If a student sits out for two regular semesters, then the student will complete the Application for Readmission from Academic Suspension. A third Academic Suspension is considered permanent. Only the most extenuating circumstances would warrant consideration for readmission from Academic Suspension a third time.

At the end of a student's semester on Academic Probation following Suspension, including semesters in the Early Readmission Program, one of the following actions will be taken:

- The student will be removed from Academic Probation following Suspension and shall be in Good academic standing if their UNI cumulative GPA is a 2.00 or higher.
- The student will continue on Academic Probation following Suspension if their UNI Term GPA is a 2.00 or higher and their UNI cumulative GPA remains below a 2.00.
- Following a first suspension, the student will be academically suspended for the second time if their UNI Term GPA is less than a 2.00.
- Following a second suspension, the student will be permanently academically suspended if their UNI Term GPA is less than a 2.00.

Undergraduate students wishing to discuss the Undergraduate Academic Standing Policy at UNI, or seeking information regarding readmission after Academic Suspension, may make an appointment with the Office of the Registrar, Gilchrist 115 or call 319-273-2271.

Graduate Academic Standing

Degree-Seeking Students

Graduate students in degree programs are expected to maintain high academic standards. Probation or suspension status might be required for students who fail to meet expectations either in their coursework or in educational requirements outside of regular courses such as comprehensive exams, thesis/dissertation work, field experiences, practicum, or internships. At the end of each term and when incomplete grades revert to *F (Failure)* graduate student records are reviewed. Students with unsatisfactory performance are placed on probation or are suspended from graduate degree programs and any graduate enrollment at UNI. Students are evaluated for probation and suspension based on attempted degree hours. Attempted degree hours are any credit hours on the advisement report for which the student receives a mark (A through F, W, I, RC, CR, NC) or for which the term and dates of the course have passed, even if there is no mark.

A student who has attempted at least six (6) semester hours on the advisement report and attained a UNI cumulative GPA less than 3.00 will be placed on probation. If the student attempts eight (8) or more hours while on probation without qualifying as a degree candidate (GPA of 3.00), the student is reviewed for suspension from graduate degree programs. If the GPA is so low as to make it impossible to raise it to 3.0, the student may be suspended even if fewer than 8 hours were attempted while on probation.

Students on academic probation will not be permitted to graduate even if all the coursework has been completed. A UNI cumulative GPA of 3.0 will not be waived for students on probation/suspension status.

Students placed on academic suspension cannot enroll in non-degree graduate status or take courses at another institution to transfer to the student's degree, or advance in their program during the semester of academic suspension. It may be permitted for the student to register in undergraduate courses during the semester of suspension.

Reinstatement

When a student is suspended, at least one semester must elapse before a request for readmission to a graduate degree program may be made. After one full semester on suspension, a suspended student who wishes to enroll in classes must submit an online student request "Readmission after Suspension" and receive approval from the graduate program/department and Graduate Studies for reinstatement and removal from suspension.

A student reinstated after suspension who fails to attain a UNI cumulative GPA, Total, of 3.00 with the first 8 credits after reinstatement will be terminated from the graduate program. If the GPA is so low as to make it impossible to raise it to 3.0, the student may be terminated even if fewer than 8 hours were attempted during the reinstatement.

In determining a graduate student's GPA, all graded coursework attempted will be used as a basis for computation. **If a graduate student repeats a course, the grade of the second course attempt will be used in computation of the GPA.**

If a student feels there has been some procedural irregularity concerning her/his suspension from the university, the student may request a review by Graduate Studies. This review may be conducted by the Dean of GROE (or designee).

Non-Degree Seeking

0-6 credits taken - no action

7-9 credits taken - GPA 2.6 – 2.99 - Probation; GPA less than 2.59 - Suspension

10 or more credits taken - GPA less than 3.00 - Suspension

If a student is put on probation, the student must bring the cumulative GPA to 3.00 or better in the next term of enrollment or the student will be suspended.

Suspension is for a minimum of one semester. Non-degree students who have been placed on academic suspension cannot enroll in graduate courses during the time they are suspended. After one full semester, students who wish to enroll in graduate classes must submit an online request for "Readmission after Suspension" and receive approvals from Graduate Studies (and the department, if applicable).

If a student feels there has been some procedural irregularity concerning her/his suspension from the university, the student may request a review by Graduate Studies. This review may be conducted by the Dean of GROE (or designee).

Combined Graduate & Undergraduate Enrollment (Dual Career Students)

A student may take graduate and undergraduate credit courses in the same term in the circumstances below. **A student must be degree-seeking in and enrolled at least half-time in their primary career in order to be eligible for federal financial aid. See the appropriate circumstance below to explain the primary career and for tuition billing information.**

Graduate Credit as an Undergraduate

An undergraduate student of senior standing (90 or more credits earned) at the time of registration, earning the first bachelor's degree,

and with a cumulative GPA of at least 3.00, may register for a maximum of 12 total credit hours for graduate credit. Undergraduate Students may take graduate level courses only at the 5000 or 6000 level. Such registration requires approval on an online undergraduate student request (available via MyUniverse Student Request Link) by the student's advisor, the course instructor, the head of the department offering the course, and Graduate Studies. The combined total of course credits, both undergraduate and graduate, may not exceed 15 hours in a semester or 9 hours in a summer session. Overload requests must be approved by the student's advisor and Graduate Studies. Any waiver of these requirements must be approved by Graduate Studies prior to enrollment. The Division of Graduate Studies may allow undergraduate students of junior standing to register for graduate courses. Students must meet GPA requirements and have departmental/program approval. An online student request must be submitted.

No course may count toward both an undergraduate and a graduate degree (except for students declared in an Accelerated Degree program or a Graduate Certificate program). Graduate credit earned as an undergraduate will not be counted toward the undergraduate degree (except for Accelerated Degree programs or Graduate Certificate programs). A maximum of 12 credit hours can count toward both an undergraduate degree and Graduate Certificate program. Graduate Certificates can stack into Graduate Degree programs at the discretion of the graduate program. Some graduate programs have early admission procedures which the student must follow in order for the graduate credit to apply to the graduate degree. The earliest graduate course that applies to a student's graduate program marks the beginning of the recency period for the completion of the degree. Exceptions to the recency period may be made at the request of a graduate program.

Financial Aid and Tuition

Students earning graduate credit as a senior are classified as seniors but will pay graduate tuition for the semester hours for which they will receive graduate credit (except for Accelerated Degree Programs). The maximum tuition will be the full-time graduate rate for the student's residence classification. The undergraduate career is the student's primary career for financial aid purposes. The student must be enrolled at least half-time in undergraduate courses to be eligible for federal financial aid, which will be at the undergraduate level.

Students enrolled in Accelerated Degree Programs taking both graduate and undergraduate courses are charged undergraduate tuition rates for the semester hours for which they receive graduate credit. Students and advisors are encouraged to consult with the Financial Aid Office.

Accelerated Degree Programs

These are accelerated programs which allow students to complete both a bachelor's and a master's degree in five years. Graduate degree programs with 30-36 hours may share 12 graduate credit hours between undergraduate and graduate degrees. These graduate hours are counted toward the completion of an undergraduate degree and toward a graduate degree if declared in an Accelerated Program plan. Graduate degree programs with more than 36 hours cannot apply more than 18 hours or 1/3 of the graduate credits to the undergraduate and graduate degrees (whichever is less).

Academic Regulations

Admission and acceptance:

- Students must apply to the graduate program and can do so upon completion of 60 undergraduate hours (junior standing).
- Students accepted into the accelerated program will be in non-degree seeking graduate status until the undergraduate degree is conferred.
- Minimum number of completed undergraduate hours to begin enrollment in graduate courses is 60 hours.
- Completion of undergraduate degree: 24 months from first day of the semester for which the student was admitted to the Accelerated Degree Program (ex. from beginning spring 2021 to the end of spring 2023).

Senior Year:

- At the end of the senior year, students will have completed the BA/BS requirements and may participate in the graduation ceremony of their bachelor's degree.

Graduate Year:

- During the final year of the program, students fully enroll in their graduate degree program.
- Graduate students should meet all degree requirements and apply for graduation per the Division of Graduate Studies policies and procedures.

*If a student decides to complete a bachelor's degree and not continue with a master's degree, the graduate courses already completed will be used to meet the 120 required hours for a bachelor's degree, and these courses will count only once toward degree completion. Then, the student will be discontinued from the graduate portion of the program.

Academic Regulations:

1. Admission with provision does not apply.
2. No transfer credit will be accepted into the graduate component of the program.
3. Undergraduate honors thesis cannot be used to meet graduate thesis/non-thesis requirements.
4. Self-paced courses may be used toward graduate degree completion.
5. Courses taken at the 4000 level cannot be retaken at the 5000 level.
6. Maximum graduate academic load per semester: 15 hours (fall and spring).
7. Students in Accelerated Degree Programs during a transition period are also subject to graduate regulations/procedures.
8. Students must maintain a minimum GPA of 3.0.
9. A student on GPRE status (transition period) who fails to maintain good academic standing will be removed from the Accelerated Degree Program.
10. Students dismissed from the Accelerated Degree Program are eligible to pursue a traditional graduate degree program in accordance with the admission policies set by each program at UNI.
11. Continuous enrollment: Students in Accelerated Degree Programs must maintain continuous and consecutive enrollment at

UNI. Students who miss more than two half semesters will be withdrawn from the program.

Graduate Student Taking an Undergraduate Course

Graduate students wishing to take an undergraduate course for any reason must submit an online graduate student request "Request registration in an undergraduate course" through MyUNiverse. Once the request is approved, and assuming the requested course is open, the Office of the Registrar will enroll the student in the course. Undergraduate courses taken by graduate students will appear only on an undergraduate transcript and will not be included in the graduate GPA.

The maximum tuition will be the full-time graduate rate for the student's residence classification. If the only enrollment is undergraduate courses, undergraduate tuition will be charged. The graduate career is the student's primary career for financial aid, regardless of enrollment. The student must be enrolled at least half-time in graduate courses to be eligible to receive federal financial aid, which will be at the graduate level.

Graduate Student Concurrent with Second Bachelor's Degree or Teacher Licensure

A student who has received a bachelor's degree may be simultaneously active in both an undergraduate career, to work toward a second bachelor's degree or teacher licensure, and a graduate career, either degree-seeking or non-degree. The student who wishes to do this must submit two applications for admission—one for post-baccalaureate undergraduate admission (see Post-baccalaureate, Undergraduate Study in this university catalog) and one for admission to graduate study (see Admission to Graduate Study in this university catalog). For students pursuing teacher licensure, after submitting an undergraduate post-baccalaureate application and becoming term-activated, all student requests pertaining to licensure must be submitted at the undergraduate level. No course can apply to both a bachelor's degree and a graduate degree. Students who are admitted in this way will have both an undergraduate and a graduate transcript.

A graduate student (degree or non-degree) who is concurrently working toward a second bachelor's degree or teacher licensure will pay graduate tuition for the entire registration of a term if any courses are taken for graduate credit in that term. The maximum tuition will be the full-time graduate rate for the student's residence classification.

If the student is graduate degree-seeking, the graduate career is the student's primary career for financial aid and the student must be enrolled at least half-time in graduate courses to be eligible for federal financial aid, which will be at the graduate level. However, if the only enrollment is in undergraduate courses, undergraduate tuition will be charged, and the Office of Financial Aid will regard the undergraduate career as primary for that term if the graduate career is temporarily discontinued. In that case, the student must be enrolled at least half-time in undergraduate courses to be eligible for federal financial aid, which will be at the undergraduate level. A student cannot apply for graduation with the graduate degree when the graduate career is discontinued.

If the student is graduate non-degree, the undergraduate career is the primary career for financial aid. The student must be enrolled at least

half-time in undergraduate courses to be eligible for federal financial aid, which will be at the undergraduate level.

Final Examination Information

The final exam schedule applies to both faculty and students. Unless prior arrangements are made, the official schedule in the semester Schedule of Classes should be followed. Comprehensive finals must occur at the scheduled time and cannot be given in the last two weeks before finals (except for summer sessions or half-semester courses). In the week before finals, unit tests and assignments are allowed if stated in the syllabus or announced before midterm. If a class doesn't require a final, it will still meet at the scheduled time for other activities.

For those classes which do not, in the instructor's judgment, require a final comprehensive examination the time of the officially-scheduled final examination will be used for other appropriate class activities, such as evaluation, reports, performance, or regular class work. Therefore, the class will meet at the time of the officially scheduled final examination, whether or not a final examination is administered.

Department heads are responsible for ensuring compliance with the schedule and policies. Students may report policy violations to the appropriate department head, in accordance with the university academic grievance procedures.

Grades

Marks and Grade Points

The marks A, B, C, D, F (Failed), and I (Incomplete) are used in indicating quality of work. Courses dropped during the first one-eighth of the semester or summer session are not recorded on the student's record. Courses dropped during the second- through fourth-eighth 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 semester), 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, 4.00 grade points
- A-, 3.67 grade points
- B+, 3.33 grade points
- B, 3.00 grade points
- B-, 2.67 grade points
- C+, 2.33 grade points
- C, 2.00 grade points
- C-, 1.67 grade points
- D+, 1.33 grade points
- D, 1.00 grade point
- D-, 0.67 grade points
- F, 0.00 grade points

Grade Index

In determining a student's cumulative grade index, all course work attempted at this university shall be the basis of computation with these exceptions for students enrolled as graduates or undergraduates.

If a student repeats successfully a course they have failed, only the grade received for the successful completion will be included in figuring the cumulative grade point. If a student repeats a course they have 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.**

Incomplete Grades

To receive credit for course work a student must 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 Graduate Studies.

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

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

Undergraduate

Work reported as *Incomplete* for **undergraduate** students in the fall semester must be completed by July 1st the next calendar year. Work reported *Incomplete* in the spring semester must be completed by December 1st. Work reported as *Incomplete* in the summer session must be completed by February 1st the next calendar year. The exact length of time to remove the *Incomplete* within the above guidelines, is set by agreement between the instructor and the student. If the work reported as *Incomplete* is not made up by the deadline noted above, it is automatically entered as an *F (Failure)* on the student's record. However, if for sufficient cause an *Incomplete* cannot be removed in the time allowed, a request for an extension of time may be made to the instructor of the course. The extension, if approved, is for a period of up to another six months as designated by the instructor.

Graduate

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

Any requests for an exception to the above timelines for graduate students must be submitted on-line through MyUNiverse (refer to

Academic Regulations

Filing Graduate Student Requests). Only under the most unusual circumstances would requests for additional time be approved.

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

Course Repeats

Failed Courses

A course taken at UNI in an on-campus setting, online, or self-paced, which was failed, may be repeated in any of those settings. A UNI course which was failed may be repeated at another accredited college or university as long as the course has been determined and approved to be an equivalent to the original course.

Regression

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

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

Duplication

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

Prior Experience Credit

There are additional opportunities for earning credit at the University outside of traditional classroom work. You may learn more below.

Credit for Prior Learning (CPL)

This type of credit (undergraduate or graduate) is designed for special projects such as a paper, experiment, work of art, or portfolio assessment of prior learning. The experience(s) upon which the project/portfolio is based may have been completed at any previous time; however, the student must be registered for credit at this university during the semester credit for prior learning (CPL) is requested, and CPL will be recorded only after the student has satisfactorily completed 12 hours of credit at this institution or at least 1/3 of the graduate plan of studies.

A project or portfolio may be submitted any time during the semester up to the last date to add a second half-semester course for credit. There is no guarantee of credit prior to or upon submission of the project.

Undergraduate Students

The project is submitted to an ad hoc faculty committee of three faculty members recommended by the student and approved by the head of the academic department or discipline in which the project falls; two faculty members are chosen from the academic area or discipline of the project and one from any area. The student may not submit a project evaluated by one committee to a second committee for reevaluation. The student may resubmit a project to the original committee at the committee's discretion or with its encouragement. The number of CPL hours assigned to a project/portfolio will reflect the academic evaluation of the project; credit will be awarded for work judged to be of at least C level quality. No letter grades are given. The range of credit is from 0-6 hours per project. A student may apply a maximum of 18 hours of CPL toward graduation requirements. CPL typically fulfills elective requirements, but upon the recommendation of the ad hoc committee, it may be approved for requirements in the UNIFI/General Education with the approval of the Office of Academic Affairs or for major credit with departmental approval. Students should contact the appropriate departmental office for advice in submitting their materials. Application forms are available from the Office of the Registrar.

Graduate Students

A digital portfolio/documentation is submitted to the College of Graduate, Research and Online Education (GRO). GRO then submits documentation to the corresponding academic department and/or graduate program for assessment. Upon completion of the evaluation, the student is notified of the outcome by GRO. If a student disagrees with the departmental assessment, they may appeal to the Dean of GRO. The number of CPL hours assigned to a project/portfolio will reflect the academic evaluation of the project; credit will be awarded for work judged to be of at least B level quality. No letter grades are given. The range of credit is from 0-15 hours per portfolio. CPL typically fulfills elective requirements, but upon recommendation of the academic department/program, it may be approved for program requirements. A student may apply a maximum of 15 hours of CPL toward graduation requirements. For students with prior credit for RAPIL, a maximum of 18 hours of CPL may count toward graduation requirements. Students should contact the appropriate departmental office for advice in submitting their materials. Application forms are found on the College of Graduate, Research and Online Education website.

Credit by Examination

Credit by examination is **for undergraduate students only**. Credit may not be established by examination for a course:

1. taken previously through regular course instruction (in-person or online);
2. for which the student does not meet the prerequisite; or
3. which is a prerequisite to one for which credit has already been earned.

The academic department establishes the requirements for the grading and administration of the examination. Course credit is earned only if a grade of A or B is received on the examination. A grade of C on the examination will release the student from the course requirement, but no credit is earned. A grade below a C on the examination gives neither credit nor release of the requirement and is not recorded on the student's record. The grade results are not included on the student's record nor counted in a student's grade index (GPA). Credit by

examination may be repeated if the student received a grade below a C on the previous attempt and is still eligible to establish credit by examination.

A student should discuss satisfying a course requirement with their academic advisor and then with the department head (from the department offering the exam) before applying for credit by examination. The Application to Establish Credit by Examination can be obtained from the Office of the Registrar (Gilchrist 115 or registrar.uni.edu) and requires approval from the department head and the dean of the college in which the course is offered. A Credit by Examination fee will be assessed with the examination.

Note: For limitations in the total credits earned by examination, refer to Undergraduate Requirements for Graduation (p. 48).

College Level Examination Program (CLEP)

The University of Northern Iowa (UNI) is a participating university in the College-Level Examination Program (CLEP). Students may complete CLEP tests prior to enrollment to UNI. UNI does not offer CLEP testing on campus.

CLEP offers 33 subject exams, but not all CLEP exams are accepted for credit at UNI. A list of courses for which CLEP examinations may be taken along with the minimum scores to earn credit is available from the UNI Office of Admissions.

Credit earned from a CLEP exam approved by UNI is applied to degree requirements. A maximum of 32 semester hours of credit by examination may apply toward degree requirements. This includes credit earned by CLEP, Advanced Placement, UNI departmental examination, and examinations from other colleges and universities.

A student may not earn credit by examination in an area in which the student previously has attempted or completed an equivalent course, a course of similar level, or one that is more advanced in content level. A course in which a student was enrolled until a W (withdrawal) was submitted in place of a grade is considered to be an attempted course.

Retrocredit for Heritage Speakers

Spanish Retrocredit for Heritage Speakers of Spanish: A student who is a heritage speaker of Spanish, and who takes SPAN 3001 Advanced Writing or SPAN 3006 Spanish for Heritage Speakers, and receives a grade of B- or higher in this course, will receive credit for the following UNI classes: SPAN 1001 Elementary Spanish I (3 hours); SPAN 1002 Elementary Spanish II (3 hours); SPAN 2001 Intermediate Spanish I (3 hours); SPAN 2002 Intermediate Spanish II (3 hours); SPAN 3003 Advanced Conversation and Reading (3 hours). Courses will appear on transcripts as credit; no grade will be assigned.

French Retrocredit for Heritage Speakers of French: A student who is a heritage speaker of French, and who takes FREN 3001/5001 Advanced Composition or FREN 3006 French for Heritage Speakers, and receives a grade of B- or higher in this course, will receive credit for the following UNI classes: FREN 1001 Introduction to French Language and Culture I (3 hours); FREN 1002 Introduction to French Language and Culture II (3 hours); FREN 2001 Intermediate French Language and Culture (3 hours); FREN 2002 Composition (3 hours); FREN 3003/5003 Advanced Conversation (3 hours). Courses will appear on transcripts as credit; no grade will be assigned.

All students enrolled at the University of Northern Iowa are expected to abide by the policies outlined in the University policy manual

at policies.uni.edu. Policies are subject to change. For current policy, see policies.uni.edu. Key student academic policies are available below.

Student Conduct

The University of Northern Iowa expects all students to observe university regulations and the city, state, and federal laws, and to fully respect the rights of others. The University Student Conduct Code contains more specific information concerning student conduct and disciplinary action. This information is available by visiting deanofstudents.uni.edu/student-conduct. A printed copy is available in the Dean of Students Office.

Student Records

The University of Northern Iowa complies with the laws of the United States and the State of Iowa in the maintenance of student records, and in permitting access to those student records or the release of information in those records. University policies relative to student records are available at <https://policies.uni.edu/311>.

Information about the Family Educational Rights and Privacy Act and the regulations required by this act may be viewed at <https://registrar.uni.edu/ferpa>.

Student Academic Grievances

Equitable due process in academic matters is provided in grievance procedures for students. Copies are also available in all departmental offices and the Office of the Executive Vice President and Provost, Seerley 20 and can be found online at www.uni.edu/policies/1201 (12.01 Student Academic Grievance in the Policies and Procedures Manual).

Student Academic Ethics Policy (3.01)

Purpose

The culture of The University of Northern Iowa is characterized by a long-standing commitment to student learning and to excellence in teaching. This commitment has been established through the development of an open, ethical and caring community that promotes diversity, honesty, integrity, respect, fairness, trust and civility among its members. This community has created a culture based on core values that include intellectual vitality, intellectual and academic freedom, the well-being of its members and service to others.

In order to realize its commitments and values, all members of the UNI community must demonstrate academic integrity and ethical behavior and foster academic integrity and ethical behavior in others. Those who violate UNI's standards of academic ethics must be held responsible for their misconduct. Those who observe violations of academic ethics have a responsibility to address it.

It is the purpose of this document to describe the responsibilities, provide definitions and examples of conduct which violates academic ethics and recommend appropriate sanctions in the case of misconduct.

Policy

Responsibilities of Academic Administrators

It is the responsibility of the Administration to foster and maintain the culture of the institution, including that of academic ethics and integrity. Ways of supporting this aspect of the University's mission and culture may include:

1. Collaborating with faculty in the creation of procedures, policies, and tools for the education and enforcement of academic ethics and integrity.
2. Assisting and supporting faculty in the investigation and appropriate correction of violations of academic ethics and integrity
3. Discussing the importance of academic honesty and ethics with students.
4. Addressing violations of the academic ethics policy by students.
5. Communicating with faculty and students actions taken to address violations of academic ethics.
6. This policy will be included in the Office of the Provost's Syllabus Statements link within each course in eLearning.
7. The Office of the Provost and Executive Vice President may notify the Office of the Dean of Students regarding cases with extenuating circumstances, including but not limited to repeat behaviors and violations at Level Two or above.

Responsibilities of Faculty Members

Faculty members have responsibilities to model academic integrity and ethics for their students, to educate students about these qualities and behaviors and to promote compliance with the standards described in this policy, being mindful of cultural differences. They may do so by:

1. Describing in writing and distributing the objectives and requirements of the course they are teaching at the beginning of each semester and summer term;
2. Discussing the importance of academic honesty and ethics with students;
3. Making clear on their syllabus their expectations regarding individual or collaborative work, the use of supplemental aids for examinations and assignments and other specific guidelines they want students to follow in completing assigned course work;
4. Being available to answer students' questions about issues of academic honesty and proper procedures for course work;
5. Addressing violations of the academic ethics policy by a student.

Responsibilities of Students

Students have responsibilities to become educated about the standards of ethics and behavior in the academic community and to adhere to those standards in all of their academic work. Students fulfill their responsibilities by:

1. Reading and becoming familiar with the Academic Ethics policy;
2. Understanding and avoiding actions that violate the Academic Ethics policy ;
3. Undertaking a commitment to act with honesty and integrity in completing any and all academic work;

4. Understanding and applying the proper methods of attribution and citation in all written, oral and electronic submissions;
5. Making sure they understand the requirements and expectations for academic work of each of their professors and to seek clarification from the faculty member when they are unsure if their behavior will violate those expectations;
6. Maintaining University standards by reporting acts of academic misconduct to the faculty member for the course or another academic administrator such as a department head or dean.

Academic Ethics Violations

Plagiarism

Plagiarism is intentionally or knowingly representing the works of another as one's own. Plagiarism includes both the theft or misappropriation of intellectual property and the substantial unattributed textual copying of another's work. Examples include but are not limited to:

1. Copying information word for word from a source, including cutting and pasting information from an electronic text, without using quotation marks and giving proper acknowledgment of the source or providing a proper citation.
2. Paraphrasing, or putting into one's own words, the text of a source without providing proper acknowledgment of the source or providing a proper citation. The paraphrasing leads the reader of the text to believe that the ideas and arguments presented are one's own.
3. Paraphrasing extensive portions of another source, even with citation. The extensive paraphrasing leads the reader of one's own text to believe that the ideas and arguments presented are one's own or it results in one's own contribution to the work being minimal.
4. Presenting any work or part of a work or assignment that has been prepared by someone else as one's own. This would include using unauthorized assistance in preparing the work or acquiring written work (e.g. from another person or AI-generated), purchasing a paper or assignment from a commercial organization, using the work of another person or obtaining the answers or work from any other source.
5. Reproducing, without proper citation, any other form of work of another person such as a graph, experimental data or results, laboratory reports, a proof, or a problem solution, in full or in part.

Misrepresentation

Misrepresentation is a false statement of fact. Examples in the academic arena include but are not limited to:

1. Arranging for another student to complete course work for one including taking an exam on one's behalf.
2. Taking credit for work one didn't complete, such as taking credit for a team assignment without participating or contributing as expected by one's instructor or teammates.
3. Turning in the same or substantially similar written work to satisfy the requirements for more than one project or course, without the express, prior written consent of the instructor or instructors. If the work is from a prior term's course one would need the express written consent of the current instructor. If you want to submit the work in more than one

course during the same term one needs the express written consent of all instructors who will receive the work.

Fabrication and Falsification

Fabrication means making up data or results in any academic exercise. Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record. Examples include but are not limited to:

1. Making up data collected during a research activity.
2. Making up a source for a citation.
3. Citing a source the writer did not use.
4. Altering and resubmitting assignments, tests, quizzes or exams to gain additional credit.

Cheating

Cheating is the use or attempted use of any unauthorized assistance in any academic exercise. Examples include but are not limited to:

1. Copying from someone else's assignment, paper, quiz or exam.
2. Looking on someone else's exam before or during an examination.
3. Unauthorized use of notes or other aids during a quiz, exam or other performance evaluation.
4. During a quiz or exam, using an electronic device that contains unauthorized information.
5. Communicating or attempting to communicate answers, hints or suggestions during an exam using any means including electronic devices.
6. Collaborating, without prior permission from one's professor, in the preparation of assignments, lab reports, papers or take home exams.
7. Using another person's answers for an assignment.
8. Providing test questions to other students either orally or in written form.
9. Stealing or attempting to steal an exam, exam questions or an answer key.
10. Unauthorized use of AI generated content or analysis

Impeding fair and equal access to the educational and research process.

Examples of this include but are not limited to:

1. Tampering with, damaging, hiding or otherwise impeding other students' access to library materials or other related academic resources.
2. Attempting to prevent access by others to the computer system or destroying files or materials in the e-learning system for the course.

Misrepresenting or misusing one's relationship with the University.

Examples of this include but are not limited to:

1. Falsifying, misusing, or tampering with information such as test scores, transcripts, letters of recommendation or other materials required for admission to and continued enrollment and access in the University's programs or facilities.
2. Altering, forging or misusing academic records or any official University form regarding self or others.
3. Presenting false information at an academic proceeding or intentionally destroying evidence important to an academic proceeding.
4. Making a bad faith report of an academic integrity violation.
5. Offering bribes to any University representative in exchange for special favors or consideration in an academic proceeding.

Facilitation

1. Facilitation occurs when you knowingly or intentionally assist another in committing a violation of any of the previous sections of this academic ethics policy.

Academic Ethics Sanctions

A record of all documented violations will be maintained in the Office of the Provost and Executive Vice President. Notice of documented violations may be shared with the Dean of Students. Any reported violation that involves a research activity, as defined in the research misconduct policy, will be reported to the Research and Integrity Officer and the investigation and sanction of research misconduct will be coordinated.

Students accused of a violation of academic ethics may appeal the decision using the Academic Grievance process described in 12.01 Academic Grievance Policy

Notice of Academic Ethics Concern

Notice of Academic Ethics Concern occurs when the incident rises above the level of a routine grading issue for a course but is still the result of inexperience or lack of knowledge of principles of academic ethics on the part of the student. These instances only involve a small fraction of the total course work, are not extensive, occur on a minor assignment and would not have appreciably increased the student's grade in the course. Multiple Notice of Academic Ethics Concern may result in a violation, see below.

Examples include but are not limited to:

- Working with another student on a homework assignment or a lab report when the instructor has not explicitly authorized collaborative work.
- Failure to cite once in a paper.

Possible sanctions beyond the Notice of Academic Ethics Concern are, but are not limited to:

- Reduction in the grade of the assignment.
- Giving no credit for the assignment; course grade determined in the usual manner.
- Requiring an alternate assignment.
- Completing an assignment involving the practice of citations.

The Notice of Academic Ethics Concern will be placed in the student's file maintained in the Office of the Provost and Executive Vice

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President but will not be made public or attached to transcripts or other records. The Office of the Provost will notify the student in writing that such action has been taken.

Faculty members should document the instance using the online form provided by the Office of the Provost. This form will provide written notification to the student, the faculty department head, the student's department head (if different) and the Office of the Provost and Executive Vice President. The notification should document the academic ethics violation and action taken, as well as advise the student of their right to file a grievance and provide the web address of the grievance policy.

Level One Violations

Level One violations involve dishonesty and/or affect a significant portion of the course work.

Examples include but are not limited to:

- Direct quotation or paraphrasing, more than once in an assignment without acknowledging the source.
- Copying on an examination.
- Giving unauthorized assistance to someone during an exam.
- Submitting the same work or major portions of a work to satisfy the requirements of more than one course without permission from the instructor.
- Using the work of collaborators on an assignment or laboratory report without acknowledging their contributions.

Possible sanctions include, but are not limited to:

- No credit for the assignment and further reduction in course grade.
- Completing an assignment or other learning opportunity on academic ethics.

Reprimanding the student in writing in the form of a letter addressed to the student and copied to the faculty department head, the student's department head (if different) and the Office of the Provost and Executive Vice President. The letter should document the academic ethics violation and action taken. The letter must also advise the student of his/her right to file a grievance and provide the web address of the grievance policy. The Provost and Executive Vice President or designee will notify the student in writing that such action has been taken.

A Level One violation will be placed in the student's file maintained by the Office of the Provost and Executive Vice President but will not be made public or attached to transcripts or other records. The Office of the Provost will notify the student in writing that such action has been taken.

Faculty members should document the instance using the online form provided by the Office of the Provost. This form will provide written notification to the student, the faculty department head, the student's department head (if different) and the Office of the Provost and Executive Vice President. The notification should document the academic ethics violation and action taken, as well as advise the student of their right to file a grievance and provide the web address of the grievance policy.

Level Two Violations

Level Two violations include premeditated dishonesty that affects a major or essential portion of work done to meet course requirements or assisting others to dishonestly complete such work. A third Notice of Academic Ethics Concern or second Level One violation, or three notices/violations at any level, will also be considered as a Level Two violation.

Examples include but are not limited to:

- Using prohibited materials during an exam.
- Altering an exam or assignment and submitting it for re-grading.
- Acquiring or distributing exam questions from an unauthorized source.
- Acquiring or distributing an exam answer key from an unauthorized source.
- Plagiarism that exceeds the Level One violation threshold.
- Presenting the work of another person as one's own.
- Interfering with other students' access to course materials in the library or electronically posted.
- Fabricating research data.

Required sanction:

The student will receive an F in the course.

A Level Two violation will be placed in the student's file maintained by the Office of the Provost and Executive Vice President but will not be made public or attached to transcripts or other records. The Office of the Provost will notify the student in writing that such action has been taken.

Faculty members should document the instance using the online form provided by the Office of the Provost. This form will provide written notification to the student, the faculty department head, the student's department head (if different) and the Office of the Provost and Executive Vice President. The notification should document the academic ethics violation and action taken, as well as advise the student of their right to file a grievance and provide the web address of the grievance policy.

Possible further sanction, determined by the Office of the Provost and Executive Vice President, based on the student's prior record of academic ethics violations, includes disciplinary probation.

Level Three Violations

Level Three violations are the most serious breaches of intellectual ethics.

Examples include but are not limited to:

- Breaches of academic ethics which involve forgery, theft or falsification of University documents or credentials.
- Taking an exam for someone else or having someone else take an exam for you.
- Fabrication of evidence, falsification of data, quoting directly or paraphrasing without proper acknowledgment of the source and/or presenting the ideas of another as your own in a senior thesis, master's thesis or doctoral dissertation, in scholarly articles submitted to refereed publications or conferences as a student.

- Willful violation of a canon of an ethical code of the profession for which a student is preparing.
- Repeated lower level violations such as a fourth Notice of Academic Concern, third Level One or second Level Two violation.

Required sanctions:

- Permanent expulsion from the University and a notation of “academic disciplinary separation” on the student’s transcript.

Faculty members should document the instance using the online form provided by the Office of the Provost. This form will provide written notification to the student, the faculty department head, the student’s department head (if different) and the Office of the Provost and Executive Vice President. The notification should document the academic ethics and actions taken, as well as advise the student of their right to file a grievance and provide the web address of the grievance policy.

Sanctions for violations of this policy, as outlined in §IV, discovered after conferral of a degree will be handled at the discretion of the Office of the Provost.

Faculty Senate, approved April 16, 2012
President’s Cabinet, approved August 6, 2012

UNI Faculty Senate, approved edits on April 24, 2023 and February 26, 2024

Policy on Class Attendance and Make-up Work (3.06)

<https://policies.uni.edu/306>

Purpose:

It is the expressed focus of the University of Northern Iowa to further the educational development of each of its students. On occasion, events will necessitate a student’s absence from class. This policy delineates the responsibilities of faculty members and students relating to class attendance and make-up work.

Definition:

The term “faculty member(s)” when used in this policy includes all regular, full-time faculty and all part-time course instructors, regardless of any other University employee classification which applies to the individual who teaches on a part-time basis.

Policy

A. General Provisions

1. Faculty members who choose to have policies related to attendance and make-up work must distribute those policies by the end of the first week of instruction.
2. Students must adhere to each faculty member’s policies regarding attendance and make-up work.
3. Faculty members who require attendance at activities or events that may conflict with a student’s otherwise regularly scheduled classes are expected to be reasonable in setting these requirements. If a faculty member will require student attendance at an activity or event outside of the regularly scheduled class period, the affected students must be provided with written notice at least

10 university class days in advance of the event during the fall or spring semester and by the third day of the course for any summer term class. The faculty member must provide each student with a notice that can be given to the faculty member who instructs another course affected by the required attendance of the student. It is then the student’s obligation to notify the other faculty member. In the case of extracurricular activities, a semester-long schedule should be prepared and distributed to the participating students at the beginning of the semester. It is the student’s obligation to provide the schedule to their other faculty members. A student may not be penalized for missing a course activity which is outside of their regularly scheduled class time and conflicts with their other scheduled courses. If a faculty member has course activities which require attendance outside of scheduled class time, that faculty member must either provide the student an opportunity to make up the missed activity or event, or have in place a make-up policy that does not unjustly penalize a student for the missed activity or event.

B. Absences

Occasionally, students will have reasonable cause to miss class. In order for both faculty members and students to plan effectively for these absences, the following procedures have been developed. Faculty members are encouraged to take into account the reason for an absence and make appropriate accommodations. Students are still responsible for demonstrating achievement of course learning goals, even when absences are necessary or reasonable. In situations with many absences, it may be most appropriate for the student to withdraw and retake the course in a future semester.

1. In the case of mandatory excused absences, students must be allowed to make up missed work, complete an equivalent assignment, or the professor and the student may mutually agree to waive the assignment without penalty. Faculty members have the discretion to determine what constitutes an appropriate make up work assignment. Some course requirements may not require a make-up, such as in cases where the class work has a very minimal point value or where the course requirement of minimal point value is a part of a series of dropped assignments.
 - a. The following absences must be excused:
 - i. Required university related absences, including but not limited to athletic games/matches/meets or their equivalents.
 - ii. Absences due to military duty or veteran status, including service-related medical appointments where failure to appear might result in a loss of benefits.
 - iii. Absences because of pregnancy or childbirth for as long as the student’s doctor deems the absences medically necessary. When a student returns to school, the student must be allowed to return to the same academic and extracurricular status as before the medical leave began (see Title IX and related information).
 - iv. Legally mandated absences such as jury duty or court subpoena.
 - v. Absences on a day the provost has declared a severe weather day per policy 4.07.
 - vi. Religious observances.
 - b. Students participating in or involved with an excused absence listed in B.1.a. above must inform each faculty member

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of their known and anticipated absences as far in advance as possible. Such information or notice is not required in situations involving a severe weather day per policy 4.07. Failure to inform faculty beforehand, when it is clearly possible to do so, may be treated as an unexcused absence.

- c. Faculty are not required to offer make-up work for extra credit tasks or assignments.
2. Except as outlined in B1, faculty members have the discretion to determine the reasonableness of absences due to extenuating circumstances, either predetermined or unexpected. Such absences include but are not limited to: non-university sanctioned educationally appropriate events and activities (e.g. attendance at a professional conference, lecture on campus); illness; significant personal emergency; bereavement; etc.
 - a. When an absence is deemed “reasonable”, the faculty member provides the student an opportunity to make up missed work, or has in place a make-up policy that does not unjustly penalize a student for the absence.
 - b. Remedies for missed work due to a “reasonable” absence include but are not limited to replacement assignments; policies which may allow students to drop a certain number of assignments or exams; policies which might average a score for a missed exam or account for it in other ways, etc.
 - c. In each of these remedies, a “reasonable” standard should apply. In determining whether a remedy is reasonable, consideration should be given to the published syllabus.

C. Make-up Work Grievances Arising from Absences

Should a faculty member refuse to allow a student to make up missed work, the faculty member’s decision can be appealed by the student using the grievance process outlined in Section 7 of 12.01 Student Academic Grievance Policy.

Faculty Senate, approved February 2021

University Council, approved April 4, 2022

President and President's Cabinet, approved August 2022

Undergraduate Academic Forgiveness (Policy 3.21)

I. Purpose

The purpose of this policy is to provide an option for undergraduate students to seek one semester of forgiveness for past academic coursework, after separation from the University of Northern Iowa (UNI), and subsequently delineate the prescribed process.

II. Policy Statement

Students who have been separated from UNI for four or more years and who have experienced academic challenges affecting their grade point average, may wish to seek academic forgiveness as a means to restarting their academic career in order to graduate from UNI.

Students seeking academic forgiveness are responsible for ensuring their eligibility, initiating the process, and understanding the impact this policy may have on their academic record.

Procedures

Eligibility

Eligibility for academic forgiveness requires that an individual:

- is a former undergraduate student at UNI for one or more semesters, and
- has been separated from UNI (non-enrolled) for four consecutive calendar years or more, and
- has not already earned an undergraduate degree from UNI or another accredited institution, and
- has completed an application to re-enroll at UNI, or is re-enrolled at UNI following the designated separation, and
- has submitted an Application for Academic Forgiveness within one academic year of a return to UNI, and
- is free from unresolved holds placed on enrollment by any UNI offices, and
- is seeking academic forgiveness for a semester in which an academic ethics violation of level three or higher was not founded.

General Qualifications

1. Academic forgiveness is a request to remove a semester of previously completed coursework from UNI’s calculated grade point averages upon approval of the request.
2. Academic forgiveness is applied to one identified semester of classes from UNI, regardless of the number of credit hours in the semester, in the Application for Academic Forgiveness. All classes within the identified semester are included in the Application for Academic Forgiveness. Forgiveness is not applicable to individual classes.
3. Major or program exit requirements (e.g. student teaching, culminating major/program field experience or internship) may not be eligible for forgiveness consideration depending on department/program policies.
4. The semester requested for academic forgiveness must apply to the individual’s previous academic enrollment prior to reentry to UNI.
5. Academic forgiveness can only be approved one time.
6. Academic forgiveness is irreversible and final.
7. Students must complete a minimum of 12 credit hours within two calendar years upon or after reentry to UNI or the forgiveness approval will be void.
8. Tuition refunds are not considered for an academic forgiveness semester.

Academic Records, Standing and Financial Aid Awards

1. All courses taken and grades earned during the semester of academic forgiveness remain on the student’s official transcript. They will be marked to show they have been removed from the computation of the GPA.
2. The academic hours earned during the forgiveness semester will not count toward the number of hours required for graduation.
3. Any courses in the forgiveness semester that satisfied departmental major/minor requirements should be reviewed with the corresponding department by the student at the time of forgiveness application. It is the decision of the department if a previously completed course will count as fulfilling the requirement in question. The acceptance of previously completed requirements for the major/minor is not guaranteed.

4. UNIFI/General Education requirements satisfied by courses taken during an approved forgiveness semester are not eligible for waiver.
5. A successfully completed prerequisite course in the major or minor impacted by academic forgiveness (i.e. during the semester forgiveness is requested) must be approved for waiver or substitution by the department for the major/minor degree requirements; all other courses must be repeated.
6. Other universities and educational institutions may interpret transcripts and earned grade point averages differently. They may recalculate the grade point average to include all courses and semesters of earned credit.
7. The Financial Aid Satisfactory Academic Progress policy is not impacted by receiving academic forgiveness. All coursework attempted will be included in evaluating a student's satisfactory academic progress for financial aid purposes. Students placed on financial aid suspension as a result of not meeting the Satisfactory Academic Progress prior to academic forgiveness will continue to remain on financial aid suspension. However, students have the opportunity to appeal their satisfactory academic progress standing. Eligibility for specific academic scholarships is determined by the requirements of each academic scholarship program, including how GPA eligibility decisions are determined. Contact the Office of Financial Aid and Scholarships prior to submitting an Application for Academic Forgiveness to better understand any impact on financial aid and the satisfactory academic progress appeals process.

Effective Fall 2018 semester.

Office of the Registrar and Office of the Provost and Executive Vice President for Academic Affairs, approved January 4, 2018

University Council, approved February 12, 2018

President and Executive Management Team, approved February 26, 2018

UNI Discrimination, Harassment, and Sexual Misconduct Policy (13.02)

Purpose

The University (referred to as "University" or "UNI") is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination and harassment based on a protected class, as well as retaliation.

Policy Statement

To affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, and to ensure compliance with federal and state civil rights laws and regulations, the University has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class, and for allegations of retaliation. The University values and upholds the equal dignity of all members of its community and strives to balance right rights of the parties in the Formal Complaint process during what is often a difficult time for all those involved.

This policy prohibits all forms of discrimination based on a protected class. Sometimes, discrimination involves exclusion from or different treatment in activities, such as admission, athletics, or employment. Other times, discrimination takes the form of harassment or, in the case of sex-based discrimination, can encompass sexual harassment, sexual assault, stalking, sexual exploitation, dating violence or domestic violence. When an alleged violation of this policy is reported, the allegations are subject to resolution using the University's procedures as determined by the Title IX Coordinator, and as detailed in the policy.

When the Respondent is a member of the UNI community, a Formal Complaint process may be available regardless of the status of the Complainant, who may or may not be a member of the University community. This community includes, but is not limited to, students, student organizations, faculty, administrators, staff, and third parties such as guests, visitors, volunteers, invitees, and campers. The procedures in this policy may be applied to incidents, to patterns, and/or to the campus climate, all of which may be addressed and investigated in accordance with this policy.

The University provides a variety of resources to assist individuals who have experienced discrimination, harassment, or sexual misconduct to address the effects of the incident and to help them determine whether and how to make a formal complaint about the incident. Additional resource-related information can be found at <https://civilrights.uni.edu>.

All reports of discrimination, harassment, and/or retaliation shall be promptly made to the Title IX Officer (or designated Deputy Coordinator). The Assistant to the President for Civil Rights serves as the Title IX Officer and ADA/504 Coordinator and oversees implementation of the University's Affirmative Action Plan and the University's Policy on Discrimination, Harassment, and Sexual Misconduct.

UNI Equal Opportunity and Non-Discrimination Statement (13.03)

Purpose

To provide guidelines regarding equal opportunity and non-discrimination at the University in compliance with applicable federal and state non-discrimination and affirmative action laws and regulations.

Policy Statement

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, any educational program, or any activity of the University, on the basis of age, color, creed, disability, ethnicity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, veteran or military status, or on any other basis protected by federal and/or state law.

The University of Northern Iowa prohibits discrimination and promotes affirmative action in its educational and employment policies and practices as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964 and other applicable laws and University policies. The University of Northern Iowa prohibits sexual harassment, including sexual violence.

Academic Regulations

The following person has been designated to handle inquiries regarding the equal opportunity and non-discrimination policies and serves as the University Title IX Officer and the Section 504/ADA Coordinator: Leah Gutknecht, Assistant to the President for Civil Rights, Office of Civil Rights, 117 Gilchrist Hall, UNI, Cedar Falls, IA 50614-0028, 319-273-2846, leah.gutknecht@uni.edu.

UNI Campus Accessibility and Accommodations of Disabilities Policy (13.15)

Purpose

To provide guidelines regarding the University's compliance with the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), the Fair Housing Act (FHA), and other applicable federal and state laws and regulations.

Policy Statement

No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to unlawful discrimination by the University. This policy applies to all aspects of campus activities including employment, education, student programming, and services provided to the community at-large.

Registration

Registration Procedures

New students, both graduate and undergraduate, can register for classes once all requirements for admission to the university are met.

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

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

Former students returning to the university after an absence of a semester must notify the Office of the Registrar of their intent to register for the semester or summer session in which they plan to enroll. Specific information for each semester's registration procedures is given in the Schedule of Classes for that particular semester; these procedures are available at the Office of the Registrar website registrar.uni.edu. The registration system is accessed on the My Page tab of MyUNiverse in the Student Center section. See myuniverse.uni.edu.

Change of Registration

Students can add classes without approval during the first 5 instructional days of the semester. Days 6-10, they need departmental approval. For shorter sessions such as summer and winter, this time frame is proportionally shorter. After the tenth day, adding a class is rare and requires approval from the instructor, the student's advisor, and the department head.

Courses dropped after the deadline to drop with a W (*withdrawn*) will receive an F (*failed*) grade. If there are extenuating circumstances, the student may seek approval by submitting an Academic Student Request, to drop the course with a W after the deadline.

Important deadlines for adding, dropping, and grading changes are listed in the Schedule of Classes.

Withdrawal Procedure

A student who has started attending classes, and who finds it necessary to withdraw completely from school, initiates the withdrawal through the Office of the Registrar. Students who live in residence halls must also cancel the housing contract through University Housing & Dining. Students receiving financial aid must contact the Office of Financial Aid and Scholarships. Students who wish to drop one or more courses and yet remain enrolled should refer to Change of Registration (p. 21).

A student who has registered but decides not to attend UNI should withdraw through the Office of the Registrar as soon as possible. **Withdrawal after classes begin will cause a tuition charge.**

Tuition and Fee Refunds

The information below applies to students who withdraw completely from school during an academic term. **Dropping one or more**

classes does not constitute a withdrawal unless a student drops all registered courses for the term.

If credit is earned during the period of enrollment, there is no tuition and fee refund. For any two- or three-week session, there is no tuition and fee refund. 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 stated in the table below, beginning with the date of formal withdrawal with the Office of the Registrar. The reduction will vary from 90 to 25 percent. For summer sessions, reduction percentages are on a day-count basis. (Please see the Schedule of Classes for information pertaining to a particular semester or summer session.)

Fall/Spring Semester Refund Schedule

Refunds for tuition and mandatory fees are calculated using the dates and percentages below:

Before Classes Begin: 100%
First Week: 90%
Second Week: 75%
Third Week: 50%
Fourth Week: 25%
After Fourth Week: 0%

Summer Session* Refund Schedule

8-week or longer session

6-week sessions

4-week sessions

- *No refund for two- or three-week sessions.

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 the student 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, minor, or certificate 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 UNIFI/General Education requirement.
6. Except for Student Teaching (EDUC 4132 through EDUC 4140), ungraded credit may not be used to meet the

Registration

Professional Experiences Requirements for the teaching program.

7. Course work passed without grade (CR=credit) may not be retaken except by special permission of the dean of the college in which the course is offered.
8. A graded course completed may not be retaken on an ungraded basis.
9. The credit/no credit system may not be used with Credit by Examination, Extension, or self-paced courses.
10. Change of registration in a course to or from a non-graded basis may not be made after the deadline published in the Schedule of Classes. Only one such change of registration may be made per course.
A graduate student may include up to three credit hours of non-graded graduate course work in the program of study with the approval of the department.
11. The credit/no credit grading system may not be used in Presidential Scholars Seminars or for the Presidential Scholars Thesis/Project credit.

Note: No upper level (3000-level and above) accounting courses may be taken on a credit/no credit or audited basis without written consent of the department head or director of the MAcc, except ACCT 3090, ACCT 3092/5092, ACCT 3179, and ACCT 6090.

Auditing (Visiting) Classes

A student may register for a class(es) on an audit/non-credit basis at the University of Northern Iowa if space is available in the course. A student auditing (visiting) a course is not required to take examinations, take part in class discussions, or complete other work.

There is no reduction of tuition and fees for auditing (visiting) a course. Audited courses will not be recorded on the permanent record for the student except by a student request approved by the instructor and indicating the student regularly attended the course.

If the term load limit for the student will be exceeded with the addition of a course being audited (visiting), a Student Request must be completed for approval prior to registration.

Specific information on auditing (visiting) classes may be obtained from the Office of the Registrar.

Independent Study

Undergraduate students of outstanding ability and achievement may be permitted to earn credit by departmental independent study.

This method of study follows the pattern of an investigation undertaken by a graduate student, although in reduced form. It involves independent thinking, the drawing of conclusions, the summarizing of evidence, or creative work. Whenever possible, the result of the investigation is summarized in a scholarly paper or report, prepared and documented in an approved fashion. This report is filed in the department office.

Independent study should not involve work available through regular university courses; neither should it be confused with individual instruction, or the tutorial method. Individual instruction is provided

on rare occasions for instruction in a university course not currently being offered.

Application for independent study, including an outline of the proposed project, should be made to the head of the department in which the study is to be done and must have this approval before the project is undertaken. The student's program of independent study will be under the immediate supervision of one or more faculty members. Except for the major in Individual Studies, not more than six hours of credit earned by independent study may be used to meet the requirements of a major.

Independent study may also be taken under the *Individual Studies* program. Refer to Individual Studies major in this University Catalog for details.

Fees and Financial Aid

Student Costs and Student Fees

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

Current information on tuition, fees, and miscellaneous fees for a specific semester can be found at <https://tuition.uni.edu/>.

Students are required to provide their own books. Students may buy their texts from any source. An estimated cost for books, as well as an estimate of other expenses to be considered in a student's personal budget, can be found at <https://tuition.uni.edu/>.

Specific information on residence hall fees may be obtained from Department of Residence, Redeker Center or <https://uhd.uni.edu/>.

Fee Payment and Billing

All tuition, mandatory fees, contracted campus room and meal plans, and other university related expenses are electronically billed directly to the student by the Office of Business Operations- Student Accounts. Charges are billed one semester at a time. New charges and/or adjustments are billed monthly throughout the semester.

An electronic University bill (U-Bill) is generated on the 1st of every month and due on the 20th. An email notification is sent to each student's official UNI email address when the bill is available. Paper bills are not sent. Students can view their bill or enroll in a payment plan online at <https://myuniverse.uni.edu>. Students can allow access to their U-Bill by creating a username and password for parents or other third parties. Go to MyUniverse-My Page tab-Third Party Accounts to grant access.

Deferred Payment Plan

The University offers a Deferred Payment Plan Option for tuition, mandatory fees, and contracted room and meal plan charges. The UNI Self-Service Payment Plan allows students to enroll in a five-month payment plan. This plan allows students to make payments in installments over the course of the semester. All enrolled students are eligible to participate but the student **MUST ENROLL** prior to the first billing due date. To enroll, students need to visit <https://myuniverse.uni.edu/> and follow the link to Student Center to complete the online payment plan agreement. There is a one-time \$20 deferred billing fee, per semester, that will be assessed to the student's second U-Bill of the semester.

Office of Financial Aid & Scholarships

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

Financial Aid contact information is:

Office of Financial Aid & Scholarships

105 Gilchrist
Cedar Falls, IA 50614-0024
Telephone: 319-273-2700

Fax: 319-273-6950

Website: finaid.uni.edu

Office hours: 8:00 a.m. - 4:30 p.m.

Financial Aid Information On the Web

The Financial Aid Offer Notification, general information, and requested documents needed by the Office of Financial Aid & Scholarships are posted on MyUNIverse at <http://myuniverse.uni.edu>. An e-mail notification is sent to the student's UNI e-mail address when information is needed, and the student is responsible for checking MyUNIverse for details. A postcard reminder is also sent to new UNI students.

A variety of other services and informational materials are also available online, including the Job Board, UNI Scholarship Application, and scholarship directory. Visit admissions.uni.edu/financial-aid to explore all financial aid opportunities.

Requirements and Terms for Receiving Financial Aid

Students must complete a Free Application for Federal Student Aid (FAFSA) each year to have eligibility determined for a Pell Grant, Teacher Education Assistance for College and Higher Education (TEACH) Grant, Supplemental Educational Opportunity Grant (SEOG), Work-Study, Direct Stafford Loans (subsidized and unsubsidized), and Direct Parent PLUS Loans. All awards are contingent upon availability of federal, state, and institutional funding.

Students must also meet the following criteria to receive financial aid:

1. You must be admitted to the University of Northern Iowa and be enrolled in a degree program. Undergraduate students who have already received a bachelor's degree are eligible for financial aid if they are enrolled in a second undergraduate program or in a teacher licensure program. Non-degree students are not eligible for financial aid. If you are enrolled as a non-degree student, and want to receive financial aid, contact your academic department or the Office of the Registrar to determine your degree status.
2. You must be enrolled at least half-time (6 hours per semester for undergraduates and 5 hours per semester for graduates). If you are enrolled less than half-time, you may still be eligible for federal grant aid, but most grants and scholarships require full-time enrollment. Audited courses and self-paced courses do not count towards enrollment for the purpose of receiving financial aid.
3. You must be making satisfactory academic progress (SAP) according to the standards set forth by the UNI Office of Financial Aid & Scholarships.
4. You must report the receipt of any grants, scholarships or loans from all sources. In addition, if you are also enrolled at another institution, you may not receive federal aid at both institutions.
5. You must not be in default on a federal student loan nor owe money on a federal student grant.

Summer Financial Aid

For financial aid purposes, the summer session is considered the final term of the award year. Federal aid programs have an academic year maximum amount of aid that can be received. For example, dependent freshman with 0-29 semester hours may borrow only \$5,500 in Direct Loans for the entire academic year (12 months - fall, spring and summer). Therefore, summer aid is limited.

To be eligible for financial aid for the summer students must:

1. Have a current year FAFSA submitted by June 1.
2. Be enrolled at least half-time during the summer - six credits for undergraduate students and five credits for graduate students. Audited courses and self-paced courses do not count toward enrollment.
3. Be admitted to a program leading to a degree. Non-degree students are ineligible for financial aid.
4. Not be on Financial Aid Academic Progress Suspension or Registrar Academic Suspension.
5. Not be in default on any educational loan, and not owe any refund on a grant or loan at any institution.

Grants

Grants are need-based aid. Due to federal regulation and university policy, the actual amount of grant received is based on the number of credit/hours enrolled in any given semester. Therefore, if a grant has already been disbursed and a student adds or drops classes during the first two weeks of the semester, the grant will be adjusted. After the second week of classes grants do NOT adjust. If you have any questions about how your grant may be affected by adding or dropping a class, please contact the Office of Financial Aid & Scholarships.

Pell Grants

These awards help undergraduates pay for their education while working on their first bachelor's degree. Amounts vary based on FAFSA results and enrollment status. A Pell Grant does not have to be repaid.

Supplemental Educational Opportunity Grants (SEOG)

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

TEACH Grant

The Federal TEACH Grant is for students who will be teaching in a low-income school and in a high-need field of study. A student could receive a grant of up to \$4,000 a year for four years as an undergraduate and two years as a graduate. Students are required to teach four out of their first eight years out of college within a low income school district, in a high need field. Failure to fulfill this obligation will result in the grant converting to a Direct Unsubsidized Loan. Contact the Office of Financial Aid & Scholarships for more information on the TEACH Grant.

State Grants

State grants are available for Iowa students who are enrolled at least half-time who demonstrate financial need, as determined on the FAFSA. The grants are awarded based upon an Iowa undergraduate

student's Student Aid Index (SAI). State grant awards may range up to full tuition and fees for those who qualify. In the event that available state funds are insufficient to pay the full amount of each approved grant, the Bureau of Iowa College Aid has the authority to administratively reduce an award.

UNI Tuition Assistance Grants

These institutional grants are need-based, non-repayable gifts, for up to \$1,000. Awarding of this grant depends upon the student's financial need as indicated by the results of their FAFSA.

Scholarships

The University of Northern Iowa offers scholarships each year to deserving students on the basis of merit and/or achievement. Many scholarships consider financial need, as determined by the Free Application for Federal Student Aid (FAFSA). Scholarship selection is competitive and not all applicants will receive a scholarship. Scholarships require full-time enrollment and a minimum grade point average. Renewal of university scholarships may require any or all of the following: minimum grade point average, financial need, major, and annual completion of the UNI Scholarship Application.

Scholarships for Incoming Students

Some scholarships at the University of Northern Iowa are awarded at the time of admission. Students will be notified of their selection for these awards by the Office of Financial Aid & Scholarships. All other scholarships at UNI require the annual completion of the UNI Scholarship Application. This allows students to apply for scholarships available in specific majors and university departments. The deadline for most scholarships is January 15, with the application being available beginning in July. Be sure to check back every July to begin the application process early for the upcoming school year.

UNI Presidential Scholarships

<https://hsp.uni.edu/presidential-scholars>

Presidential Scholarships are awarded by the University Honors Program to high school seniors with a history of outstanding academic performance. Recipients will be those whose strong academic credentials are matched by personal involvement in leadership and service activities.

Presidential Scholarships are substantial awards that carry recognition for academic excellence as well as financial support.

For complete information, visit <https://hsp.uni.edu/presidential-scholars> or contact the University Honors & Scholars Program, 3025 Bartlett Hall, Cedar Falls, IA 50614-0355, 319-273-3175.

Scholarships for Current Students

The UNI Scholarship Application is an online resource for searching and applying for scholarships at the University of Northern Iowa. Be sure to begin the search and application process early and check carefully for scholarship deadlines. The deadline for most scholarships is January 15, and the application is available between July and April 1 every year.

Scholarships for Graduate Students

Graduate students should check with the Graduate College and their academic department to inquire about and apply for graduate scholarship opportunities.

Reporting Off-Campus Financial Sources

Federal regulations and university policies require that students inform the Office of Financial Aid & Scholarships of any outside scholarships received. These are considered financial resources in the calculation of eligibility for need-based aid. Students should report these resources by email to additional.aid@uni.edu, by calling the Office of Financial Aid & Scholarships at (319) 273-2700, or by receipt in our office of a letter or check from the donor. Forms are also available during summer orientation for new students. If an adjustment to the financial aid award must be made, in most cases, loans are the first program to be reduced.

Renewal of UNI Scholarships

Renewal of university scholarships may require maintaining any or all of the following: minimum grade point average, financial need, major, Financial Aid Satisfactory Academic Progress, and/or annual completion and submission of the UNI Scholarship Application. Refer to the letter of offer for specific renewal criteria.

Student Employment

The University of Northern Iowa offers many opportunities for students to obtain employment that will not only help pay for everyday expenses, but also provides opportunities for building friendships, mentor relationships and for building a resume. There are two main types of student employment; departmental and work-study.

Departmental Employment

Thousands of students work on-campus in a variety of roles and departments across campus. The vast majority of all campus jobs are departmental (non-work study). This type of employment allows departments to hire UNI students and pay their wages with departmental funds. Any UNI student enrolled can be employed as a departmental student employee. This type of employment has no bearing on the financial aid award. For more information visit <https://careerservices.uni.edu/campus-jobs>.

Work-Study

Work-study is a federal award that is awarded to students who have high financial need as determined by the FAFSA. Work-study funding is limited, therefore students are encouraged to complete the FAFSA early to increase their chances of consideration for work-study. Students who have been awarded work-study should begin their job search early as many of these positions fill quickly. Students awarded work-study who do not find employment within the first four weeks of class may potentially have work-study removed from their award.

Student Loans

Students must complete a Free Application for Federal Student Aid (FAFSA) to be eligible for federal student loans. First-time student borrowers at UNI will also need to complete Entrance Counseling and a Master Promissory Note at www.studentaid.gov prior to their loan being disbursed. Students will complete only one promissory note that will be used for all of their loans at UNI. A student who borrows under the Direct Loan Program at UNI will be able to borrow under this one MPN up to ten years. If a student borrowed a Direct Loan at UNI in the prior academic year, they would only be required to accept the loans each year on their award notification. All loan proceeds are credited directly to the university bill.

Direct Loan (Subsidized and Unsubsidized)

The Direct Subsidized Loan is based on financial need eligibility as determined on the FAFSA. The Direct Unsubsidized Loan is available to all degree-seeking students. Repayment for each type of loan begins six months after the student ceases to be enrolled at least half-time. Dependent freshmen may borrow up to \$5,500 for an academic year. Dependent sophomores may borrow up to \$6,500 for an academic year. Dependent junior or senior students may borrow up to \$7,500 for an academic year.

Independent students have an additional \$4,000 (freshmen or sophomores) or \$5,000 (junior or seniors) in Direct Unsubsidized Loan eligibility. Dependent undergraduate students may borrow up to \$31,000 in Direct Loans. Independent undergraduate students are eligible to borrow up to \$57,500 in Direct Loans.

Graduate students can borrow \$20,500, in the Direct Unsubsidized Loan, per academic year with an aggregate cap of \$100,000. The cap does not include amounts borrowed for undergraduate education.

Direct PLUS Loans for Parents

A parent of a dependent student may be eligible for an amount up to the cost of attendance less any other Direct Loan, financial aid, or scholarship money available to the student to use for educational expenses. Interest rates are determined on an annual basis and fixed for the life of loan. Repayment begins within 60 days following the last disbursement of the loan or can be deferred until 6 months following a student being enrolled less than half time. A credit check is required to qualify for the PLUS Loan.

Dropping Classes or Withdrawal from the University

Students may find themselves in a situation where they need to withdraw from one or more classes, or withdraw entirely from the University of Northern Iowa. In these situations, federal regulations may require that the university return a portion or all of the federal student aid that has been disbursed to the student. The amount of federal student aid that is required to be returned will vary depending on the date of withdrawal. When considering dropping one or more classes, or withdrawing from the university, it is important that students visit with a Financial Aid Counselor to discuss your situation. Dropping to less than half-time enrollment or withdrawing from all classes may affect the repayment status of current or previous student loans.

Dropping Classes

The Office of Financial Aid & Scholarships monitors semester hours of enrollment for students who are receiving financial aid. Students who drop courses during the first two weeks of classes (but are still enrolled) will have their grants reduced accordingly. Students who drop courses after the first two weeks of the semester (but are still enrolled) will not have their financial aid adjusted.

Withdrawal from Classes

The Office of the Registrar has a tuition refund policy that determines the amount of tuition and fees that will be refunded to a student who withdraws from all classes. The amount is based on the date the student withdraws from the university, and may vary from 0 to 100 percent. Students should check with the Office of the Registrar or the university catalog to determine the amount of tuition and fees refund for which they may be eligible. Housing & dining refunds are made

Fees and Financial Aid

in accordance with the agreement set out in the Contract for Housing and Dining. Contact the Housing and Dining Department for more information about room and board refunds.

Students who withdraw from all classes at the university before over 60 percent of the semester has passed are required to return unearned federal student aid in a proportion equal to the time not in attendance. For example, if a student completes 30 percent of the semester, then 30 percent of the federal aid received may be retained and the other 70 percent of federal aid received must be returned in the following order:

- federal loans
- federal grants
- state programs
- UNI grants and scholarships
- outside agencies

Students are notified of any changes to their federal aid resulting from withdrawal, and should check their U-Bill after they have withdrawn. Students who withdraw from all classes after 60 percent of the semester has passed will be able to retain all of the federal student aid that has been disbursed. However, a student's eligibility for financial aid in future semesters may be affected based on Financial Aid Satisfactory Academic Progress requirements. Students should keep in mind that loans that were disbursed must still be repaid according to the terms of the promissory note.

Unofficial Withdrawals

At the end of each semester, the Office of Financial Aid & Scholarships reviews the status of students who received all F grades. Course instructors are contacted for assistance in identifying the last date of attendance. If a student stops attending all classes during a semester but fails to officially withdraw, the student will be considered "unofficially withdrawn" and is at risk of having portions of his/her financial aid returned based on the withdrawal percentages outlined above. Financial aid adjustments will be reflected on the University U-Bill.

Repeating Coursework and Financial Aid Implications

Federal regulation limits the number of times a student may repeat a course and receive financial aid for that course.

- A student may receive aid when repeating a course that was previously failed regardless of the number of times the course was attempted and failed.
- A student may receive aid to repeat a previously passed course only one additional time.
- This policy applies whether or not the student received aid for earlier enrollments in the course.

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

<https://registrar.uni.edu/students/current-students/residency-determination>

General

A. A person enrolling at one of the three state universities shall be classified as a resident or nonresident for admission, tuition, and fee purposes by the Registrar or someone designated by the Registrar. The decision shall be based upon information furnished by the student and other relevant information.

B. In determining resident or nonresident classification, the issue is essentially one of why the person is in the state of Iowa. If the person is in the state primarily for educational purposes, that person will be considered a nonresident. For example, it may be possible that an individual could qualify as a resident of Iowa for such purposes as voting, or holding an Iowa driver's license, and not meet the residency requirements as established by the Board of Regents, State of Iowa, for admission, tuition, and fee purposes.

C. The Registrar, or designated person, is authorized to require such written documents, affidavits, verifications, or other evidence deemed necessary to determine why a student is in Iowa. The burden of establishing that a student is in Iowa for other than educational purposes is upon the student.

A student may be required to file any or all of the following:

- A statement from the student describing employment and expected sources of support;
- A statement from the student's employer;
- A statement from the student's parents verifying nonsupport and the fact that the student was not listed as a dependent on tax returns for the past year and will not be so listed in future years;
- A statement from the student's spouse related to sources of family support, length of residence in Iowa, and reasons for being in the state of Iowa.
- Supporting statements from persons who might be familiar with the family situation;
- Iowa state income tax return.

D. Change of classification from non-resident to resident will not be made retroactive beyond the term in which application for resident classification is made.

E. A student who gives incorrect or misleading information to evade payment of nonresident fees shall be subject to disciplinary action and must also pay the nonresident fees for each term previously attended.

F. Review Committee. These regulations shall be administered by the Registrar or someone designated by the Registrar. The decision of the Registrar or designated person may be appealed to a University Review Committee. The finding of the Review Committee may be appealed to the Board of Regents, State of Iowa.

Guidelines

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

1. A financially dependent student whose parents move from Iowa after the student is enrolled remains a resident provided the student maintains continuous enrollment. A financially dependent student whose parents move from Iowa during the senior year of high school

will be considered a resident provided the student has not established domicile in another state.

2. In deciding why a person is in the state of Iowa, the person's domicile will be considered. A person who comes to Iowa from another state and enrolls in any institution of post-secondary education for a full program or substantially a full program shall be presumed to have come to Iowa primarily for educational reasons rather than to establish a domicile in Iowa.

3. A student who was a former resident of Iowa may continue to be considered a resident provided absence from the state was for a period of less than twelve months and provided domicile is reestablished. If the absence from the state is for a period exceeding twelve months, a student *may* be considered a resident if evidence can be presented showing that the student has long-term ties to Iowa and reestablishes an Iowa domicile.

A person or the dependent of a person whose domicile is permanently established in Iowa, who has been classified as a resident for admission, tuition, and fee purposes, may continue to be classified as a resident so long as such domicile is maintained, even though circumstances may require extended absence of the person from the state. It is required that a person who claims Iowa domicile while living in another state or country will provide proof of the continual Iowa domicile such as evidence that the person:

- Has not acquired a domicile in another state,
- Has maintained a continuous voting record in Iowa, and
- Has filed regular Iowa resident income tax returns during absence from the state.

4. A student who moves to Iowa may be eligible for resident classification at the next registration following twelve consecutive months in the state provided the student is not enrolled as more than a half-time student (six credits for an undergraduate or professional student, five credits for a graduate student) in any academic year term, is not enrolled for more than four credits in a summer term for any classification, and provides sufficient evidence of the establishment of an Iowa domicile.

5. A student who has been a continuous student and whose parents move to Iowa may become a resident at the beginning of the next term provided the student is dependent upon the parents for a majority of financial assistance.

6. Additional guidelines are used in determining the resident classification of a veteran, qualified military person, and dependent children and spouses of a veteran or qualified military person for purposes of admission and undergraduate tuition and mandatory fees:

- A person who is stationed on active duty at the Rock Island Arsenal as a result of military orders, or the dependent child or spouse of such a person, is entitled to resident status for purposes of undergraduate tuition and mandatory fees. However, if the arrival of the person under orders is subsequent to the beginning of the term in which the dependent child or spouse is first enrolled, nonresident fees will be charged in all cases for the dependent child or spouse until the beginning of the next term in which the dependent child or spouse is enrolled. If the qualified military person is transferred, deployed or restationed while the person's spouse or dependent child is enrolled in an institution of higher education under the control of the Board of Regents, the spouse or dependent child shall continue to be classified as a resident under

this subparagraph until the close of the fiscal year in which the spouse or dependent child is enrolled.

- A veteran who is domiciled or moves to the state of Iowa and who is eligible for benefits, or has exhausted benefits under the federal Post-9/11 Veterans Educational Assistance Act of 2008, is entitled to resident status for purposes of undergraduate tuition and mandatory fees. The dependent child or spouse of a veteran who meets these requirements is entitled to resident status for undergraduate tuition. However, if the arrival of the veteran in Iowa is subsequent to the beginning of the term in which the dependent child or spouse is first enrolled, nonresident fees will be charged in all cases for the dependent child or spouse until the beginning of the next term in which the dependent child or spouse is enrolled.
- A person who is moved into the state as the result of military or civil orders from the government for other than educational purposes, or the dependent child or spouse of such a person, is entitled to resident status. However, if the arrival of the person under orders is subsequent to the beginning of the term in which the dependent child or spouse is first enrolled, nonresident fees will be charged in all cases until the beginning of the next term in which the dependent child or spouse is enrolled. Legislation, effective July 1, 1977, requires that military personnel who claim residency in Iowa (home of record) will be required to file Iowa resident income tax returns.
- A military veteran or a "covered individual" (such as a spouse or dependent), although living in another state, may be eligible for the in-state rate as provided in Section 702 of the Veterans Access, Choice and Accountability Act of 2014. Appropriate documentation may be required, such as the Certificate of Eligibility from the Veterans Administration, or the DD214.

7. A person who has been certified as a refugee or granted asylum by the appropriate agency of the United States who enrolls as a student at a university governed by the Board of Regents, State of Iowa, may be accorded immediate resident status for admission, tuition, and fee purposes where the person:

- Comes directly to the state of Iowa from a refugee facility or port of debarkation, or
- Comes to the state of Iowa within a reasonable time and has not established domicile in another state.

Any refugee or individual granted asylum not meeting these standards will be presumed to be a nonresident for admission, tuition, and fee purposes and thus subject to the usual method of proof of establishment of Iowa residency.

8. An alien who has immigrant status establishes Iowa residency in the same manner as a United States citizen.

9. At the Regent institutions, American Indians who have origins in any of the original people of North America and who maintain a cultural identification through tribal affiliation or community recognition with one or more of the tribes or nations connected historically with the present state of Iowa, including the Iowa, Kickapoo, Menominee, Miami, Missouri, Ojibwa (Chippewa), Omaha, Otoe, Ottawa (Odawa), Potawatomi, Sac and Fox (Sauk, Meskwaki), Sioux, and Winnebago (Ho Chunk), will be assessed Iowa resident tuition and fees.

Facts

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

Standards of Satisfactory Progress for Financial Aid Eligibility

The University of Northern Iowa has established requirements of Financial Aid Satisfactory Academic Progress (SAP) that all students must meet in order to be eligible for financial aid. The financial aid programs affected include, but are not limited to, all federal, state, and institutional aid including private education loans.

Financial Aid SAP is reviewed on an annual basis following the conclusion of the spring semester. Students must meet all three requirements at the time of review, or they will be placed on Financial Aid Suspension. Students placed on Financial Aid Suspension may appeal to have their aid reinstated for the upcoming semesters at UNI.

SAP Requirements

To maintain eligibility for financial aid, students must meet three standards:

1. **Minimum GPA:** Undergraduate and 2nd BA students must maintain a minimum 2.0 cumulative GPA. Graduate students must maintain a minimum 3.0 cumulative GPA.
2. **Pace of Progression:** Students must complete 67% of all coursework attempted at UNI. Only grades of A, B, C, D, X, Cr, or P are counted as completed. Failed classes, withdrawn classes, and incomplete grades do not count as completed credit

hours and will negatively affect the SAP calculation. *Example: A student has attempted 114 credits at UNI and completed 87 credits (76% completion rate), thus meeting this standard of academic progress.* The credit hours from a repeated course are counted as attempted hours every time the course is repeated.

3. **Maximum Time to Complete a Degree:** Students must complete a degree within 150% of the credit hours required per the academic catalog. Transfer credit hours are included in this calculation. *Example: If a degree requires 120 credits, 150% of 120 is 180 credits (180 credits would be the maximum).*

Undergraduate students are also required to complete a degree within 12 full-time equivalent semesters (18 three-quarter time semesters or 24 half-time semesters). Second BA and graduate students are required to complete a degree within 6 full-time equivalent semesters (9 three-quarter time semesters or 12 half-time semesters). Transfer credits are counted toward the maximum timeframe to complete the degree. Students cannot receive financial aid for more than one degree at a time.

NOTE: The credit hours from a repeated course are counted as attempted hours every time the course is repeated. Once the course is passed, then the credit hours are counted as both attempted and completed credit hours.

Reinstatement of Financial Aid

Students placed on Financial Aid Academic Progress Suspension have the opportunity to appeal and/or have their previous grades reviewed by the Office of Financial Aid & Scholarships. Students have the following options for reinstatement:

1. **Initiate the financial aid appeal process.** Financial Aid Suspension appeals must demonstrate extenuating circumstances that impeded a student's ability to make progress academically. All appeals must be accompanied by third party documentation of the circumstances encountered, as well as a signed academic plan of study. The Financial Aid SAP policy is separate from the Office of the Registrar Academic Standing Policy. Students on Academic Probation or Suspension should contact the Office of the Registrar with questions. Students on Academic Suspension may need to appeal their SAP standing upon re-admission to UNI.
2. **Meet all Financial Aid SAP requirements.** Undergraduate and 2nd BA students must improve their cumulative GPA to the 2.0 minimum. Graduate students must improve their cumulative GPA to the 3.0 minimum. All students must also meet the 67% course completion standard. You will not be reinstated under this condition until following the completion of an entire semester of coursework, or by individual request. MBA students must complete module 1.
3. **Review of grade changes.** Students experiencing grade changes that may reinstate their eligibility should contact the Office of Financial Aid & Scholarships to have their academic progress reviewed. Review of grade changes may occur prior to the end of the semester/academic year in which a student is appealing for aid.

Financial Aid Appeal Process and Deadlines

An appeal process is in place for those experiencing extenuating circumstances that affected their ability to meet the Financial Aid Satisfactory Academic Progress standards. Appeal forms and instructions may be obtained from the Office of Financial Aid &

Scholarships or online at <https://admissions.uni.edu/financial-aid/eligibility/satisfactory-academic-progress>. **It is recommended that students submit their appeals as soon as possible to avoid processing delays. Appeals must be submitted by Oct 1 for the fall semester and March 1 for the spring semester. Late appeals may not be accepted.** Reinstatement of the financial aid is contingent upon the availability of the funds at the time the appeal is approved. Appeals are evaluated on an individual basis. While there is no limit on the number of times a student can appeal their SAP standing, students should be aware that multiple appeals may be difficult to approve. In these cases, significant documentation of extenuating circumstances should be submitted for evaluation.

Financial Aid Academic Plan: If it is not possible for a student with an approved appeal to achieve minimum SAP standards within one semester, the student will be placed on an Academic Plan. While on the Financial Aid Academic Plan, students must meet all SAP standards each semester. The conditions for the approved appeal will continue each term until the student meets the minimum standard(s) or fails to meet the conditions of the approved appeal. If the student fails to meet the appeal conditions, the student's account will revert to Financial Aid Suspension status, indicating the student is ineligible for aid. The student must then appeal to have their aid reinstated.

Denied Financial Aid Appeals

Students with denied Financial Aid Suspension appeals may continue attending UNI by funding their own education or by exploring alternative private education loan options. You must check with private lenders to determine if they offer loans to students not meeting SAP requirements. If students meet all of the SAP standards in the future, they must contact the Office of Financial Aid & Scholarships to request a review of their financial aid status.

For additional information regarding the SAP Appeal process, recommendations, helpful hints, and frequently asked questions, please review our website at finaid.uni.edu.

Graduate Assistantships & Aid Financial Aid

Qualified degree-seeking students may secure Federal Direct Unsubsidized Loans. Loans are available to students enrolled at least half-time (5 semester hours in the fall or spring semesters or 4 semester hours in the summer).

Graduate assistantships may be available by applying to academic departments or applying for open GA positions in non-academic departments.

Graduate students who wish further information about financial assistance may contact the Office of Financial Aid and Scholarships, University of Northern Iowa, Cedar Falls, IA 50614-0024.

Graduate Assistantships

A limited number of graduate assistantships are available to qualified students who are working toward a graduate degree at the University of Northern Iowa. The associated work assignment is of an academic nature and is designed to contribute to the student's graduate education.

A full assistantship for a semester carries a stipend paid in equal installments over a 5-month period. Half-assistantships may also be

awarded. The associated work assignment for a full assistantship is for 20 hours per week assisting designated supervisors in certain appropriate academic functions, including teaching and research, or working in a non-academic unit. Graduate students receiving an assistantship cannot be otherwise employed on campus, except as an hourly student employee. The combination of a graduate assistantship appointment and an hourly student employment assignment is limited to 20 hours per week.

Graduate students receiving an assistantship may also apply for other forms of university-based financial aid, tuition awards, fellowships or scholarships which do not require services performed by the student, i.e., where such could be considered wages.

To be eligible for an assistantship all of the following conditions need to be met:

- Students must have a bachelor's degree from an accredited institution prior to the start of the assistantship appointment (except for dual-combined career programs. Departments who wish to allow a student in a dual career program must notify Graduate Studies and obtain approval prior to the start of the assistantship).
- A student whose bachelor's degree will be completed prior to the start of the UNI graduate program but will not have an official transcript on file may be eligible for an assistantship at the discretion of Graduate Studies.
- The student must have been admitted to graduate study at the University of Northern Iowa on a degree-track basis, either as regular admission or as admitted with provisions for non-GPA reasons.
- A newly admitted graduate student must have at least a 2.75 overall GPA out of 4.0 scale or at least a 3.0 in the last 60 credits of undergraduate work or a 30. Or above in prior graduate coursework on 6 credit hours or above.
- For students enrolled in dual-combined programs, the qualifying graduate hours might be lowered at the discretion of Graduate Studies. The student must maintain a minimum UNI cumulative GPA of 3.00 in order to be eligible for continued or further appointment.
- The student must be enrolled full-time and carry a minimum of 9 qualifying graduate-level credit hours for each semester during the award. It is expected that all courses applying to the degree meet the minimum hour requirements for program completion established by Graduate Studies. Workshops, off-campus courses, audit courses, courses taken as credit/no-credit, (except for courses required by accrediting bodies) CIEP, self-paced courses, and repeated courses cannot be used as part of the minimum load. Courses taken for the completion of certificates must be complementary to the degree program.

Once students have begun studies at the University of Northern Iowa, all graduate courses will be used as a basis of computation for GPA eligibility.

The assistantship application form may be obtained on the Graduate Studies website. Students should submit their application by February to the hiring unit.

Recommendations for awarding assistantships are made by the department or hiring unit who submits electronic forms to Graduate

Fees and Financial Aid

Studies. All graduate assistantships must be offered through Graduate Studies.

Graduate Tuition Scholarships

A limited number of Graduate Studies tuition scholarships are awarded through Graduate Studies upon recommendation of the academic department. Full or half tuition scholarships are available. To be eligible for a Tuition Scholarship all of the following criteria must be met:

- Students must have a bachelor's degree from an accredited institution prior to the start of the scholarship appointment. Departments who wish to allow a student in a dual-combined career program must notify Graduate Studies and obtain approval prior to the start of the scholarship.
- A student whose bachelor's degree will be completed prior to the start of the UNI graduate program but will not have an official transcript on file may be eligible for a scholarship at the discretion of Graduate Studies.
- The student must have been admitted to graduate study at the University of Northern Iowa on a degree-track basis, either as regular admission or as admitted with provisions for non-GPA reasons.
- The student must be enrolled full-time and carry a minimum of 9 qualifying graduate-level credit hours for each semester during the award. It is expected that all courses applying to the degree meet the minimum hour requirements for program completion established by Graduate Studies. Non-UNI workshops, off-campus courses, courses taken as credit/no-credit, audit courses, CIEP, and courses through Online & Distance Education cannot be used as part of the minimum load (unless courses required by accrediting bodies and/or permission from the Graduate Dean). Courses taken for the completion of certificates must be complementary to the degree program.
- A newly admitted graduate student must have at least a 2.75 overall GPA out of 4.0 scale or at least a 3.0 in the last 60 credits.

Once students have begun studies at the University of Northern Iowa, all graduate courses will be used as a basis of computation for GPA eligibility. Graduate students receiving a tuition scholarship must be enrolled full-time (9+ graduate hours).

The Graduate Studies Tuition Scholarship application form may be obtained on the Graduate Studies website. Students should submit their application by February to their academic department.

Some university units may offer scholarships for graduate study. Students should obtain information about these awards from the units in which they intend to do graduate work.

Student Life and Academic Support

Division of Student Life

Mission

We help students succeed.

We do this by:

Facilitating engagement so that all UNI students **feel they belong**
 Emphasizing relational **experiences and connections**
 Prioritizing **holistic care** for the well-being of our students
 Meeting students **where they are** on their journey to success
 Providing **radical student service**, in all that we do

While embracing the values of:

Community
Equity
Inclusion
Care
Innovation
Partnership

Career Services

<https://careerservices.uni.edu/>

The Office of Career Services coaches students in gaining professional experience while attending UNI. From managing campus jobs to preparing for a fulfilling career, UNI Career Services provides expertise to be *career ready*.

UNI Career Services manages student employment and campus jobs. In addition, Career Services guides students in securing community positions including part-time, internship, and field experiences. By maintaining a robust network of thousands of employers and graduate programs, students have access to up-to-date employment trends.

Career Services strives to create access for students to interact with employers and graduate programs. Hosting five large-scale recruiting events annually, campus interviews, and a wide range of employer/graduate program engagements, students will graduate with a unique understanding of how to find career success. Career Services coaches students in exploring careers, connecting with career related experience, and preparing application materials. Finally, Career Services provides workshops, small group leadership training, and one-to-one career coaching.

It is our mission to help students succeed. Visit our website at <https://careerservices.uni.edu/> or stop by 063 Maucker Union to meet your career coach.

Housing

<https://uhd.uni.edu/housing>

Living in the Dorms

Official admission to the University of Northern Iowa is a prerequisite to contracting for housing in the residence halls. Once new students are admitted, Housing & Dining will send information about living on campus. The Housing & Dining website includes information about each of the dorms, meal plans and the Housing & Dining

Contract. The Housing & Dining Contract can be filled out online and is considered binding and complete once you have accepted your offer of admission, paid the acceptance fee and agreed to the terms and conditions.

Priority for room self-selection is based on the contract completion date; the earlier your contract is completed, the greater the chances of getting in to the dorm and room you prefer. If an applicant finds it necessary to cancel the contract before occupying the room, any refund or forfeiture is based on the date of written notification and fulfills the terms of the contract.

Occupancy

Move-in for the fall semester begins during the week prior to the first day of classes; the actual move-in date depends on the student's classification and years on campus. Spring semester move-in is generally the Friday before the start of the semester. If a reserved room is not occupied on the first day of classes and arrangements have not been made with Housing & Dining for later occupancy, the reservation will be cancelled and forfeiture of prepaid fees and penalties will be applied as stated in the contract terms and conditions.

The Housing & Dining Contract covers a full academic year (fall and spring semesters) or the balance thereof; separate contracting is necessary for the summer term. If the contract is terminated before the expiration date, appropriate provisions of the contract will apply. The student is responsible for any financial liabilities incurred prior to the date of termination and a contract buyout fee.

Continuous housing during academic and holiday break periods is available in all dorms as part of the academic year contract. Students may also remain living in the dorms during the summer, regardless of whether or not they are enrolled in classes for the summer term, by adding a summer housing contract.

Dorms

University Housing & Dining is designed to provide housing to nearly 3,650 students in ten residence facilities. Students living on-campus have the advantage of easy access to all classrooms, campus activities and campus resources. Dorm rooms have Internet access, are furnished and include laundry and utilities. Each dorm is designed with lounges, study rooms, recreational areas, laundry rooms and other facilities for the comfort and convenience of the students, as well as direct access to a computer lab. Both professional and student staff members organize social events that build a strong sense of community and inclusion, as well as support activities that promote academic success.

The dorms offer a mix of traditional double and single rooms, suites and apartment-style spaces. All are mixed gender and some offer all-gender housing. Residential communities within each of the dorms are divided up into houses of approximately 50 students. One Resident Assistant (a student staff member) lives within each community to serve as a resource for the members of that house.

Upper-Division Housing

Housing for upper-division students is available within all of our dorms. However, Lawther Hall, Panther Village, Roth Apartments and

Student Life and Academic Support

Jennings Court Apartments have been designed to better accommodate upper-division students.

Lawther Hall is a mix of traditional double rooms, single rooms and suites with private and semi-private bathrooms. Students living in Lawther Hall have a meal plan. Jennings, Panther Village and Roth are apartment-style residence halls, offering individual rooms within a common unit containing a private restroom, kitchen and living space. Students wishing to live in any of these accommodations must be a returning or transfer student.

Dining

Students living in the traditional dorms can select between the All-Access or Block 220 plans. Both plans provide for meals in the two dining centers on campus, Piazza in Redeker Center and Rialto in Towers Center. Both come with Dining Dollars to be used at any of the campus retail stores.

Additional meal plan options are available to students living in our apartment-style halls, as well as those commuting to campus. Learn more online at <https://uhd.uni.edu/meal-plans>.

Housing & Dining Contracts

Contractual responsibilities are reviewed annually and are subject to change. Refer to the terms and conditions of the current contract. The current terms and conditions are available at <https://uhd.uni.edu/housing/contract-terms-and-conditions>.

UNI Housing & Dining
1501 Redeker Drive, Cedar Falls, IA 50614-0252
319-273-2333
housing@uni.edu

Iowa Vocational Rehabilitation Services

GIL 116B
319-429-3815
katrina.webbeking@iowa.gov

<https://uni.edu/resources/disability>

Iowa Vocational Rehabilitation Services is a state agency, provided space on campus by UNI, to serve persons with disabilities. The mission of IVRS is to help persons with disabilities become employed along with support while attending UNI. Vocational Rehabilitation may assist with the following services while students are participating in our program:

- Assessment of the disability
- Restoration/assistive technology
- Training/tuition assistance
- Class accommodations
- Counseling and guidance
- Job placement assistance

Services continue, as needed, until a person has successfully completed the degree as well as has been employed for over 90 days. Students desiring services can contact the office by phone or email to schedule an appointment between 8:00 a.m. and 4:30 p.m, Monday-Friday. On campus availability may vary. Students will meet for an orientation of services, an intake appointment and then appropriate

documentation will be requested to determine eligibility for services along with supports needed.

Military, Veterans, Spouses and Dependents

The University of Northern Iowa (UNI) is proud to serve military members, Veterans, and families. UNI supports Veterans, military members and their families as they transition from military duty, to college and future careers. UNI is committed to faculty and staff education, on and off campus resource networking, and advocacy for and listening to each student. UNI ensures every student's voice is heard and concerns are addressed to achieve success in the classroom and beyond. For more information contact:

Military and Veteran Student Services Coordinator
111K Maucker Union (Plaza Level)
University of Northern Iowa
Cedar Falls, IA, 50614-0165
Phone: (319) 273-3040

UNI was designated a Military-Friendly® Gold Status institution, small public school, for 2024-2025. UNI has achieved Gold Status for five consecutive years beginning with the 2019-2020 academic year. UNI is also a Military Spouse friendly school. Criteria for inclusion in the Military Friendly schools list includes a strong commitment to recruiting, retention, and providing financial, academic, and social services to student Veterans, military, and spouses/dependents.

UNI collaborates with the Veterans Administration (VA) and partners with the local Blackhawk County Veteran Affairs Office to assist any Veteran or member of their family who is eligible for education benefits and resources. UNI School Certifying Officials (SCO) verify eligibility and certify enrollment. In abiding with the SIT-REP (Servicemembers Improved Transition through Reforms for Ensuring Progress) Act, the University of Northern Iowa will not impose late fees, deny access to classes or institutional facilities, or require individuals to borrow funds to meet their financial obligations to UNI because of the delayed disbursement of any payment from the VA. This policy is only applicable to Veterans or eligible dependents who are receiving educational assistance under Chapters 31 (VR&E), 33 (Post 9/11 GI Bill) Chapter 35 (Dependent Education Assistance and Fry Scholarship) and 1606 (Post 9/11 Montgomery GI Bill - Select Reserve) of title 38, United States Code. In accordance with the SIT-REP Act, students receiving VA educational benefits from Chapters 31, 33, 35, or 1606 must provide a certification of eligibility (COE) for entitlement of educational assistance to the Office of the Registrar. Nothing in this policy precludes the University from assessing a late fee, denial of access, or any other penalty in relation to payments due to the University that are not covered by the SIT-REP Act.

For additional information, contact:

Office of the Registrar
University of Northern Iowa
Cedar Falls, IA, 50614-0006
Phone: (319) 273-2241

Recreation Services

Recreation Services, located within the Wellness/Recreation Center, offers campus-wide programs in informal recreation, fitness, aquatics, intramural sports, outdoor recreation, youth programs and sport clubs.

The Wellness/Recreation Center provides:

- (10) multi-purpose gymnasiums/courts for basketball, volleyball, and soccer
- (6) racquetball/wally ball courts
- a leisure pool with spa and water slide
- an eight lane, 25-yard lap pool
- (2) aerobics/dance studios
- a 38.5-foot climbing wall
- a free weight room
- Panther Performance Center for individual and small group high intensity workouts
- the UNI Outdoor Recreation Center
- a running track
- men's and women's locker and shower facilities
- spacious fitness area with cardiovascular and strength training equipment
- West Campus Complex with outdoor recreation fields and soft trail for a wide variety of sports and activities
- (9) lighted outdoor tennis courts

For more information visit the Recreation Services website at <https://recreation.uni.edu/>.

Student Accessibility Services (SAS)

Student Accessibility Services is located in Gilchrist Hall 102. SAS views disabilities as an integral part of the rich diversity at the University of Northern Iowa. To that end, we work collaboratively with students, faculty, and staff to create an accessible living and learning environment for students. For more information regarding services and how to get connected, contact SAS at (319) 273-2332, accessibilityservices@uni.edu (accessibilityservices@uni.edu), 102 Gilchrist Hall. Additional information on the accommodation process and how to submit a request is available at sas.uni.edu/.

Student Activities and Honors

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

Fraternities/Sororities

The Greek community at UNI consists of nationally affiliated (National Interfraternity Council and National Panhellenic Council) social sororities and fraternities, and nationally affiliated (National Panhellenic Council) historically African-American sororities and fraternities. The Greek community has a long, rich tradition of supporting student involvement and development, and providing service, social and leadership opportunities. Formal and informal membership recruitment and intake processes take place each semester. More information is available at <https://union.uni.edu/involvement/fsl>.

Honor Organizations

Superior achievement in various academic disciplines and in extracurricular activities is recognized in honor organizations. Information on these organizations may be obtained from the Office of Student Life, located on the plaza level of Maucker Union, or at <https://studentlife.uni.edu/>.

Intercollegiate Athletics

Various intercollegiate sports are available to both men and women at UNI. The university engages in intercollegiate athletic competition in a total of 17 sports. Men may participate in basketball, cross country, football, golf, indoor and outdoor track, and wrestling. Women also compete in basketball, cross country, golf, and indoor and outdoor track, as well as in soccer, softball, swimming and diving, tennis, and volleyball.

UNI Athletic teams participate within Division I of the NCAA. UNI Football is part of the Division I Football Championship Subdivision (FCS, formerly 1-AA). The University Athletics Program is a member of the Missouri Valley Conference, the Missouri Valley Football Conference, and the Big XII Conference. All intercollegiate athletic programs are governed and operated in accordance with NCAA, Conference, and university rules and regulations. In some instances, university rules and regulations may be more restrictive than those of the NCAA and/or Conference.

Interest Organizations

Numerous organizations sponsored by departments and specialized interest groups provide students the opportunity to become better acquainted with other students and faculty as well as to explore leadership skills and perpetuate interests outside the classroom. Many of the organizations have no membership requirements other than an active interest in the work for which the club exists and regular attendance at the meetings. Information on specific interest organizations can be obtained in the Office of Student Life, located on the plaza level of Maucker Union, or at <https://union.uni.edu/involvement/student-organizations>.

Music

Music organizations and ensembles are open to all students. Participation by non-music majors is encouraged. Credit is available to all who participate. Among the groups offered are: Concert Chorale, UNI Opera Ensemble, UNI Singers, Varsity Glee Club, Cecilians, Cantorei, Pep Band, Wind Ensemble, Panther Marching Band, Symphonic Band, Concert Band, Jazz Bands, Symphony Orchestra, plus several instrumental ensembles. Ensemble requirements for enrollment include auditions, placement hearings or no audition depending on each specific course offered. For further information visit <https://music.uni.edu/>.

Northern Iowa Student Government (NISG)

The Northern Iowa Student Government (NISG) is comprised of three separate branches: Legislative, Executive, and Judicial. The Legislative branch contains senators from all colleges across the university. The Executive branch includes the President, Vice President, Director of Public Relations, Director of Finance, Director of Government Relations, Director of Diversity, and the Chief of Staff. The Judicial branch is composed of nine justices, including a Chief Justice and a Clerk of Court. NISG is actively involved in initiatives to improve the university experience for all students. Members of this organization work with faculty, local, and state officials to address

Student Life and Academic Support

student interests and concerns. More information is available at <https://nisg.uni.edu/>.

Social Life

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

Station KULT-LP

Station KULT is the student-managed and operated radio station of the University of Northern Iowa. The station operates at 94.5FM and on Channel 5 of the Campus Cable Television System. KULT programming consists of music, UNI sporting events, and news. The studios and offices of KULT are located in the lower level of Maucker Union. For further information go to <https://kult.uni.edu/>.

Student Government

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

Student Publications

The Northern Iowan is written, illustrated, and edited by students for campus-wide distribution. This student newspaper is distributed twice a week during the fall and spring and once a week during the summer session <https://www.northerniowan.com/>.

Veterans

UNI welcomes any student who is interested in joining the UNI Veterans Association (UNIVA). UNIVA's purpose is to educate the campus community about military and veterans, support student members of the military who are currently serving, assist those deploying or returning from deployment, or have completed military service and are transitioning to an educational institution. UNIVA builds comradery and contributes to the improvement of UNI as a Military Friendly institution. UNIVA believes in having fun and socializing with the local Veteran community to include the Veteran students who attend the University of Northern Iowa.

Student Wellness Services

<https://wellbeing.uni.edu/student-wellness>

Student Wellness Services is here to support student success in college and beyond. Our office provides engaging education related to self-care, personal health, and wellness specializing in college age topics such as stress management, sleep, alcohol and other drugs, and sexual health. Programs and individual services are student-centered and holistic through the eight dimensions of wellness (physical, emotional, social, intellectual, financial, occupational, environmental, and spiritual). Student Wellness Services meets with students one-on-one using motivational interviewing techniques for wellness coaching and alcohol and other drug prevention/harm reduction. Health promotion and education is also offered through fun, interactive activities with

groups of students to promote health and wellness. Please visit our website identified above for more information.

Student Health Clinic

The University of Northern Iowa specializes in college health services. We have a board-certified family practice physician, a physician assistant, and nurse practitioners who are dedicated to caring for college students. Additional staff includes registered nurses, laboratory technologists, a certified medical assistant, mental health case manager and support staff. We want to serve as students' on-campus health resource and assist students in meeting their healthcare needs.

All registered University of Northern Iowa students are eligible to use our services. We encourage students to schedule an appointment by calling **(319) 273-2009**. We are located on West 23rd Street next to the Schindler Education Center.

The University offers health and dental insurance coverage to students through the Student Health Insurance Plan (SHIP), group policies administered by Wellmark Blue Cross and Blue Shield of Iowa and Delta Dental of Iowa. To be eligible for SHIP, you must be a registered student attending on-campus classes at the time coverage begins. The University of Northern Iowa requires that international students entering the University purchase the Student Health Insurance Plan provided by the Student Health Clinic. For more information visit us at health.uni.edu.

Psychiatric and Counseling Services

We care for the mental wellbeing of currently enrolled students. With mental health therapists and prescribers on site we are able to help students achieve success. Students who have paid the mandatory health fee are eligible for services. Case coordination, medication management, individual, couples and group counseling are available. Call to schedule an appointment 319-273-2676 or walk in. The UNI Psychiatric and Counseling Services has partnered with TELUS Health Student Support to offer this confidential service. Any student can access services by downloading the TELUS app. There is no fee for this service and it is available 24/7/365 anywhere in the world.

More information is available at counseling.uni.edu.

Army Reserve Officers' Training Corps (ROTC)

The Four-Year Program

The Army ROTC Four-Year Program consists of two parts: the Basic Course and the Advanced Course.

The Basic Course is usually taken during the freshman and sophomore years. Students taking a Basic Course class do not incur a military service obligation (except for scholarship students). The Basic Course teaches the student leadership, oral and written communication skills, team building, survival skills, and basic soldier skills. There is no prerequisite that the basic courses be taken in sequence; however, a student must complete the basic course or the equivalent (see paragraph 2. below), before progressing into the advanced course.

The Advanced Course is usually taken during the junior and senior years. Students must sign an ROTC contract before enrolling in Advanced Course classes. Students enrolled and contracted in the Advanced Course will incur a military obligation (either active or reserve). The Advanced Course teaches the student about small unit

tactics, leadership, ethics, management of military organizations and resources, as well as military law. The Department of the Army will pay all contracted cadets up to \$4,200 a year during the last two years of the program.

Alternatives to the Basic Course Program

The alternatives to the Basic Course are designed specifically to fill the needs of the students who did not take Army ROTC during the first two years. Placement credit for the basic course may be obtained in several ways. The most common methods are prior military service, enlisted basic training, or successful completion of the four-week summer ROTC Basic Camp. With credit gained through an alternative to the basic course, students must have two academic years remaining in order to complete the Advanced Course.

ROTC Scholarships

U.S. Army ROTC has two-, three- and four-year merit based scholarships available to qualified cadets. They pay 100% of tuition and required fees at UNI or a \$10,000 year room and board allowance.

These scholarships also provide \$600 per semester for textbooks, supplies, and equipment and a subsistence allowance of up to \$4,200 for each school year that the scholarships are in effect. Winning and accepting an ROTC scholarship does not preclude accepting other scholarships. Additional ROTC scholarship information is contained in this University Catalog.

The Simultaneous Membership Program

The Simultaneous Membership Program (SMP) allows contracted cadets to be members of the Iowa Army National Guard or the Army Reserve and Army ROTC simultaneously. ROTC SMP cadets are paid at the rate of a Sergeant (E-5) for their one weekend a month training assemblies. They also can receive up to \$4,200 a year subsistence allowance from the ROTC Advanced Course and may also qualify for VA educational assistance benefits. SMP cadets can also compete for two and three year scholarships available specifically for them.

Advanced Leadership Techniques Minor

The Military Science Department offers a minor in Advanced Leadership Techniques. Requirements for the minor are 33-39 hours and include Military Science courses as well as elective courses. More information is contained here (p. 305).

Additional Information

Additional information regarding the U.S. Army ROTC program is contained under the section titled Military Science in this University Catalog. The specific courses offered by the Department of Military Science are listed under the Department of Military Science in the course description section. For additional information, write to the University of Northern Iowa, Department of Military Science, Cedar Falls, IA 50614-0142; come in person to Nielsen Field House 273, UNI campus; or call the student advisor at 319-273-7648 or 319-273-6225. Please visit our website <https://csbs.uni.edu/military-science>.

Internships/Cooperative Education

Internships and cooperative education experiences (co-op) help students integrate academic study with work experience. Students may intern with business, industry, or governmental/non-profit organizations in locations ranging from local to international.

Registration of internships is optional, with the exception of a few majors, which require an internship for graduation.

Students who participate in an internship may be eligible for academic credit or a transcript notation. Academic departments establish the requirements for academic credit and Career Services establishes the requirements for a transcript notation. Factors such as GPA, prerequisite courses, year in school, and the intern's responsibilities determine student eligibility.

Career Services encourages students to meet with staff as early as their freshmen year to begin talking about internship opportunities. More information about internships can be found on the Career Services website: <https://careerservices.uni.edu/>.

Service-Learning

At the University of Northern Iowa, service-learning is a class-based experience, informed by/co-created with community partners, intended to expand and deepen discipline-specific knowledge and skills, strengthen the community, and develop a student's sense of civic responsibility. Service-learning is the integration of service and learning to enhance each.

In service-learning classes:

1. Service-learning **activities align with academic coursework**, providing a deeper understanding of the academic discipline.
2. Service-learning **activities align with community strengths and needs** and faculty prepare students to work with the community partner.
3. Faculty **engage students in purposeful and guided reflection**.
4. Service-learning activities prepare students for **active citizenship and social responsibility and builds students' cultural competence** for engaging with diverse populations in diverse settings.

The University of Northern Iowa supports service-learning work and initiatives through the Service-Learning Institutes (SLI) and Course Designation.

Student Identification Card

Each new student receives an identification card which is used throughout attendance at the university. A fee of \$30.00 is charged to replace this card. Visit Housing & Dining Office in Redeker Center if you need a replacement ID card.

University Honors Program

<https://honors.uni.edu/>

The University of Northern Iowa Honors Program is designed to meet the needs of motivated, high-achieving students. Challenging classroom experiences, interaction with faculty, and social connections with other capable students are just a few of the benefits of honors involvement.

Eligible first-year students are invited to participate upon receiving admission to UNI. Entrance requirements include:

Student Life and Academic Support

- 3.70+ GPA AND 27+ ACT composite (SAT 1280+)
OR
- 3.90+ GPA if admitted by test-optional review

Students who do not meet the criteria for an automatic invitation can request that their case be reviewed on an individual basis. Current UNI or transfer students may apply for admission to the program with a GPA of 3.30 or better and a professor's recommendation. See <https://hsp.uni.edu/university-honors-program/program-requirements> for more information.

To remain in the program, students must maintain a minimum cumulative grade point of 3.30. Students who do not meet the minimum cumulative grade point requirement of 3.30 are placed on probation. The non-cumulative grade point average of the following semester should be above 3.30 to provide evidence of overall improvement. Such evidence of improvement, and continued improvement resulting in a cumulative grade point above 3.30, will remove the student from probationary status. If a student is on probation and no improvement is shown, the student will be dismissed from the program. If a student wishes to re-enter the program at a later date, reapplication is necessary.

The University Honors Program offers three designations for participation: *University Honors with Distinction* (30 credits), *University Honors* (18 credits), and *Honors Recognition** (9 credits; *only available to students with an AA/AS degree). See <https://hsp.uni.edu/university-honors-program/program-requirements> for a complete description of program requirements and a standard distribution of hours.

For more information, contact the University Honors & Scholars Program, 3025 Bartlett Hall, 319-273-3175.

Other Educational Opportunities

Office of International Engagement

<https://internationalengagement.uni.edu/>

The Office of International Engagement (OIE) provides comprehensive service and support to UNI international students, domestic English learners and visiting international scholars. We provide English language instruction through the Culture & Intensive English Program (CIEP), immigration advising, orientation, pre-arrival guidance, academic coaching, intercultural activities, student service-learning opportunities and various student success initiatives. The OIE also leads the development of external and internal collaborations with international partners, cultural competency for students, faculty and staff, and global awareness across the campus.

For further information, contact:

Office of International Engagement

113 Maucker Union
University of Northern Iowa
Cedar Falls, IA 50614-0164
Phone: 319-273-6807
E-mail: international@uni.edu

Culture and Intensive English Program

113 Maucker Union
University of Northern Iowa

Cedar Falls, IA 50614-0511

Iowa Lakeside Laboratory Regents Resource Center

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

The laboratory was established in 1909 for the conservation and study of the rich flora and fauna of northwest Iowa, especially those of the Iowa Great Lakes region with its numerous lakes, wetlands, and prairies. Its campus is located on approximately 140 acres of restored prairie, wetland, and gallery forest along the west shore of West Okoboji Lake. The mission of the Iowa Lakeside Laboratory Regents Resource Center (ILLRRC) is to provide facilities and programming as a field station and community resource to support scientific education, research, and outreach programs of the Regents universities and other institutions.

Lakeside offers students a unique educational experience: small, full-immersion, field-oriented courses. Most courses meet all day (8 a.m. to 5 p.m.) Monday through Friday. Course enrollments are usually limited to 11 students. Weather permitting, students normally spend at least part of each day doing fieldwork. Students from any college or university can take classes at Lakeside. If you are a student at the University of Iowa, Iowa State University, the University of Northern Iowa, or Drake University, your credits and grades are recorded at your home school. If you attend another college or university, your credits and grades are recorded at the University of Iowa.

Before registering, please check with your academic adviser to determine if specific courses can be used to satisfy major, minor, college or university requirements at your institution.

Lakeside students may reside on or off campus. Please click [here](#) for housing options. Undergraduate and graduate students are strongly encouraged to do independent projects at Lakeside, and graduate students are welcome to use it as a base for their thesis and dissertation research. Laboratory space and other facilities are available for long-term or short-term research projects. Endowed scholarships and other funding for coursework and research is available through Friends of Iowa Lakeside Lab.

Teaching and research facilities include eight laboratory buildings, a library, and a lecture hall. Living accommodations include cottages, and motel-style units. All students and faculty are encouraged to stay at Lakeside while they are taking courses to take full advantage of its educational, professional, and social life. Faculty and researchers are also encouraged to take advantage of Lakeside Laboratory facilities and access to natural areas for research and sabbaticals.

Further information can be found at the website iowalakesidelab.org.

Iowa Space Grant Consortium

The Iowa Space Grant Consortium is an organization sponsored by the National Aeronautics and Space Administration (NASA) and comprised of UNI, the other Iowa Regents' universities, Drake University, and affiliate institutions and businesses. The consortium is part of a national network of universities interested in space-related fields; encouraging cooperation among industry, governments, and universities in technical career programs; organizing educational programs and STEM research; and recruiting and training

professionals - especially women and minorities - for careers in aerospace technology and related fields, thereby promoting a strong math and science education base from kindergarten through college. Through a program of internships, scholarships and fellowships, the consortium provides undergraduate and graduate students with opportunities to pursue interdisciplinary research in STEM fields related to NASA's mission directorates. For further information visit <http://www.iaspacegrant.org/>.

National Student Exchange Program

The University of Northern Iowa is affiliated with the National Student Exchange (NSE), a consortium of state colleges and universities throughout the country that arranges for students to study on various campuses as visiting students. The purpose of the exchange is to enable students to get better acquainted with different social and educational patterns in other areas of the United States, the U.S. territories and Canada while paying UNI tuition. NSE encourages students to experience new life and learning styles, learn more about themselves and others, and broaden their educational backgrounds through specialized courses or unique programs which may not be available at UNI. Students may exchange to one of 160+ colleges and universities such as Texas State University, University of Idaho, Montana State University and University of New Orleans.

Students make exchange preparations through the Individual Studies Office. Sophomores with at least a 2.50 grade point average may take part in the program for either a semester or an entire year. Financial aid and scholarship recipients should not be adversely affected by participation in the NSE program.

More information about the National Student Exchange is available at:

Individual Studies Office
106 Human Performance Complex
Cedar Falls, IA 50614-0285
319-273-2504

<https://online.uni.edu/nse>

Students initiate applications there under the advisement of the NSE Coordinator. Applications must be submitted in the spring semester prior to the academic year in which an exchange is planned.

Regents Exchange Program

Undergraduate, degree-seeking University of Northern Iowa students in good standing can take courses at the other Regents' universities (Iowa State University or University of Iowa) for up to two semesters with credits counted as UNI resident credit. Approval for participation and credit must be obtained in advance with department head approval required.

Detailed information and the application are available through the Office of the Registrar (registrar@uni.edu).

The University

The University and Its Programs

History

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

the Bachelor of Arts,
the Bachelor of Science,
the Bachelor of Science in Nursing,
the Bachelor of Fine Arts,
the Bachelor of Music, and
the Bachelor of Social Work.

The university also offers two additional baccalaureate degrees:

- the Bachelor of Applied Science (B.A.S.) degree which offers educational opportunities to those students who have completed an A.A.S. degree and are now seeking to complete a four-year degree. These students are often place-bound and need to take online classes while remaining a full-time employee,
- the external degree of Bachelor of Liberal Studies, an external degree offered in cooperation with the University of Iowa and Iowa State University.

On the graduate level, fourteen degrees are offered:

the Master of Accounting,
the Master of Arts,
the Master of Arts in Education,
the Master of Arts in Teaching,
the Master of Athletic Training,
the Master of Business Administration,
the Master of Music,
the Master of Public Policy,
the Master of Science,
the Master of Social Work,
the Professional Science Master's,
the sixth-year Specialist in Education degree, and
the Doctor of Education degree.

Location

The university is located in Cedar Falls, Iowa, which has a population of approximately 40,000, with the Cedar Falls-Waterloo greater metropolitan area having a population of more than 169,000. Together with the University of Iowa and Iowa State University, the University of Northern Iowa is governed by the Board of Regents, State of Iowa.

Mission

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

planning to teach. The change to the University of Northern Iowa was effected on July 1, 1967, following enactment by the Iowa General Assembly on the recommendation of the Iowa Board of Regents. Its current statement of mission was approved by the Iowa Board of Regents:

Within a challenging and supportive environment, the University of Northern Iowa engages students in high-quality and high-impact learning experiences and emphasizes excellence in teaching and scholarship.

University Office Hours

The university's principle administrative offices are open from 8:00 a.m.- 4:30 p.m. Monday through Friday throughout the year.

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

Offices are closed for university holidays (New Year's Day, Martin Luther King's Birthday, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas).

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

Organization by Semesters

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

Definitions

Program

Any organized combination of coursework designed for the achievement of specific learning outcomes that is approved through the curriculum process and has a designated Classification of Instructional Program (CIP) code.

Major (33-80 Credits)

Comprehensive program defined around larger disciplinary or multidisciplinary themes. Majors must range between 33 - 80 credits with an exception for the BAS degree (30 credit minimum). Major requirements may only exceed the maximum if the extension is due to overlapped courses between the major and the General Education requirements AND if required due to program accreditation/certification requirements.

Minor (18-24 Credits)

Organized coursework in a subject to create a secondary academic focus, without the time commitment of an additional major. Minors may only exceed 24 credits if necessary to meet licensure or accreditation requirements.

Certificate (2-18 Credits)

Organized coursework focused on thematic connections that is available as a stand-alone credential beyond taking a single course.

A certificate may surpass the 18 credit limit (up to 24 credits for undergraduates; 27 credits for graduates) only if it contains a specialized combination of courses tightly focused on a specific set of skills or knowledge that are aligned with industry standards in which the length is necessary to meet licensure or accreditation requirements.

Post-Masters Advanced Studies Certificate (ASC)

A combination of post-masters degree and graduate courses that lead to a specific professional license or endorsement beyond the requirements of a master's degree.

Degree

A qualification awarded to students upon successful completion of a course of study in higher education. Click here (p. 47) for Undergraduate degree information or here (p. 402) for Graduate degree information.

Semester Designation for Courses

Each course description has a semester(s) designation indicating when it is typically offered. The semester designation is listed at the **end** of each course description in parenthesis -- i.e., (Offered Fall and Spring), (Offered even Springs), (Variable), etc. Every effort will be made to abide by the designations, but this is not a guarantee that the course will be offered as indicated.

Course Number Information

Course Credit Expectation

UNI adheres to the federal definition of the credit hour in all courses, regardless of instruction mode, meeting pattern, or course format.

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester; or,
- The equivalent amount of work in item (1) over a different amount of time; or,
- At least an equivalent amount of work in item (1) for other activities, including laboratory work, internships, practica, studio work, and other academic work leading toward the awarding of credit hours/units of credit.

In addition, distance/online courses and independent studies are expected to reflect equivalencies in the amount of instructional time and student work leading to equivalent learning outcomes as reflected in the same courses offered face-to-face.

Common Course Numbers

Following are course numbers which are common to departments across campus. These common numbers may be used under named conditions by prefixing with the department subject prefix:

1059, 2059, 3159/5159, 4159/5159, 6259, 7359: Reserved for temporary courses of a special or experimental nature. May be repeated on different topics.

3133, 4133/5133, 6233 Workshop: 1-6 hrs. Courses offered for special groups as announced in advance. Lecture workshops require 16 classroom contact hours for every one hour of credit. Activity workshops require 30 classroom contact hours for every hour of credit. Students may take work in one or more workshops. Undergraduates may not use more than 6 hours toward graduation. Graduate workshops may be used toward the completion of a graduate program with departmental approval, not to exceed 15 credit hours.

3179 Cooperative Education: 1-6 hrs. For students who wish to apply classroom learning to field experience. Requires approval by the faculty supervisor, the head of the academic department granting credit, and Cooperative Education/Internship staff for placement agreement, project, and credit arrangements. Credit may not be applied to a major or minor without approval by the department offering the major or minor. Co-op/Internship staff assist in developing placements and arranging student interviews with employers and maintain contact with student and employer during the co-op/internship experience. May be repeated for a maximum of 12 hours credit.

1086, 2086, 3186/5186, 4186/5186, 6286, 7386 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. May be repeated on different topics.

109C, 319C, 519C Credit for Prior Learning (CPL): Undergraduate students: 0-6 hrs; Graduate students: 0-15 hrs.

319P Presidential Scholars Research: 1-3 hrs. For Presidential Scholars only. Credit and topic to be approved by the Presidential Scholars Board. May be repeated once for a maximum of 6 hours.

4198 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.

4199 Study Tour: 1-12 hrs. Offered as announced in the Schedule of Classes. See Summer Bulletin for general description and consult appropriate department for specific information.

6285 or 7385 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. May be repeated.

6289 or 7389 Seminar: Offered as needed in the various disciplines. Credit and topic to be given in Schedule of Classes. May be repeated on different topics.

629C Continuous Registration: Graduate students who have completed all of their program but not all of their graduation requirements, e.g. comprehensive exams, thesis, paper/project, recitals, etc., must be continuously registered until the degree is completed. Students reaching this stage will be automatically registered in the course ___629C, *Continuous Registration*, and assessed the appropriate tuition. Continuous registration ensures that students can

The University

access their university email accounts and utilize library services through graduation. May be repeated.

629R Directed Research: 1-6 hrs. Course is available to thesis and non-thesis students on a credit/no credit basis. Students may enroll in the course following enrollment in all allowable hours of ____6299 (6-9 hours for thesis students and 3 hours for non-thesis students). Students may take this course for a maximum of 6 hours per semester. Please refer to individual programs for possible exceptions. May be repeated to maximum of 12 hours.

6297 or 7397 Practicum: 1-4 hrs. Offered as needed in the various disciplines to provide practical experience in college teaching. May be repeated.

6299 or 7399 Research: See details for approval and registration. Repeatable to the maximum credits for a student's degree.

7300 Post-Comprehensive Registration: Doctoral students who have completed all of their program but not all of their graduation requirements, e.g. dissertation, etc., must be continuously enrolled in ____ 7300, *Post Comprehensive Registration*, until all degree requirements have been met to ensure continued access to their university email accounts and library services. May be repeated.

Individual Studies Program

Courses offered in the Individual Studies Program may have a prefix of INDIVSTU xxxx instead of a department prefix. These include:

Self-Forming Seminar (INDIVSTU 4192): 1-3 hrs. This course is a type of group independent study which allows students with a common interest to organize a time for study together with each member of the team often working on part of a larger problem or project. A faculty consultant must agree to evaluate the completed project at the end of the term.

Individual Study Project (INDIVSTU 4193/5193): This course is an opportunity for research, creative work, or experience-oriented study in areas not usually covered by the university curriculum. The form of the project and the number of credit hours assigned to the project (usually 1-3) are worked out between the student and the faculty consultant selected.

Interdisciplinary Readings (INDIVSTU 4196): 1-3 hrs. This course allows the student to develop a program of readings on a topic not dealt within the university's regular course offerings. The reading list and the number of credit hours must be approved by a faculty member specifically chosen to supervise and aid the students work.

Undergraduate Thesis (INDIVSTU 4197): 1-6 hrs. The writing of a thesis may be required for Individual Studies majors. This project may take the form of a research paper, creative work, or application of knowledge gained from an internship or work-related experience. The thesis topic must be approved by the faculty advisor. Copies of Undergraduate Thesis Guidelines are available in the Individual Studies Office.

Course Number Explanation

Courses are designated by an alpha subject field (up to 8 characters) and 4-digit course number. The alpha subject field refers to the department or area of the course; the number refers to the specific course. For example, in the course designated ART 3011, *ART* refers

to the Department of Art and Graphic Design and the *3011* refers to the course.

- **Courses numbered 0000 through 0999:** Non-credit courses and courses that are offered to non-matriculated students (such as CIEP)
- **1000 through 1999:** Introductory, elementary, and general education courses that are appropriate for first year students and others with no special background. A course in this series will have few if any prerequisites
- **2000 through 2999:** Lower level undergraduate courses; those that ideally are taken by second and perhaps third year students. These courses might build on materials and knowledge from the 1000 series courses and may have prerequisites
- **3000 through 3999:** Upper level undergraduate courses, courses for majors, courses which require significant prerequisites
- **4000 through 4999:** Advanced upper level undergraduate courses including seminars, advanced independent study courses, honors thesis work, etc.
- **5000 through 5999:** Introductory graduate or first year graduate courses
- **6000 through 6999:** Upper level graduate courses
- **7000 through 7999:** Doctoral courses

Memberships and Accreditation

The University of Northern Iowa is a member of the American Association of State Colleges and Universities (AASCU), the American Association of Colleges for Teacher Education (AACTE), and the Council of Graduate Schools in the United States (CGS). The university is accredited through the doctoral degree (Doctorate of Education) by the Higher Learning Commission (HLC),

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL, 60604
800-621-7440

Academic programs of the university have been accredited by the following professional accrediting agencies: the Association to Advance Collegiate Schools of Business (AACSB - International), the National Association of Schools of Music (NASM), the Council on Social Work Education (CSWE), the American Speech-Language-Hearing Association (ASHA), the Foundry Educational Foundation (FEF), the Accrediting Council for Collegiate Graphic Communication (ACCGC), the Council for Interior Design Accreditation (CIDA), the National Association of Schools of Theatre (NAST), The Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT), and the National Association of School Psychologists (NASP). The Culture and Intensive English Program (CIEP) is accredited by the Commission on English Language Program Accreditation (CEA). The MATR (Master of Athletic Training) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). In addition, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Higher Education Accreditation (CHEA), has conferred accreditation for the two master's level programs in counseling, Clinical Mental Health Counseling and School Counseling, both from the Department of Family, Counseling, & Aging. The Master of Public Policy (MPP)

is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). Electrical Engineering Technology and Manufacturing Engineering Technology are accredited by the Engineering Technology Accreditation Commission (ETAC) of ABET, <https://www.abet.org>, under the General Criteria and the Electrical Engineering Technology and the Manufacturing Engineering Technology program Criteria(s) respectively. The baccalaureate nursing program at the University of Northern Iowa is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing.

Other programs at the University of Northern Iowa have also been approved by external organizations. Teacher preparation programs at the University of Northern Iowa have received approval from the Iowa State Department of Education, the Department of Chemistry has approval from the American Chemical Society (ACS), and the B.A. in Family Services is an approved program for educating Certified Family Life Educators by the National Council on Family Relations (NCFR).

Within the Division of Student Life, the Student Health Center is accredited by the Accreditation Association for Ambulatory Health Care (AAAHC), the Health Clinic Laboratory is accredited by the Commission on Office Laboratory Accreditation (COLA), and the Counseling Center is accredited by the International Association of Counseling Services (IACS).

UNI is committed to the assessment of student learning for the ongoing improvement of curriculum, programs, and services offered by the university and for accreditation processes. Assessment of academic programs is managed through the cycle of Academic Program Review, which includes both internal and external review processes. In addition to Academic Program Review, other assessment activities and the collection of data related to student learning outcomes are managed through the resources and leadership of the Office of Undergraduate Studies (assessment.uni.edu), the Dean of the Graduate College (grad.uni.edu) and the Office of Institutional Effectiveness and Planning (ie.uni.edu).

Professional Licensure Disclosure

Federal regulations (34 CFR 668.408) require institutions of higher education to determine whether or not licensure-related programs satisfy the educational requirements for professional licensure in the states where prospective students are located. Accordingly, institutions are required to disclose for each program that leads to licensure whether:

- the program meets the educational requirements for professional licensure in a specific state;
- the program does not meet the educational requirements for professional licensure in a specific state;

For further information specific to the University of Northern Iowa, please visit the Professional Licensure Information webpage.

Assessing Student Learning at UNI

UNI is committed to the assessment of student learning for the ongoing improvement of curriculum, programs, and services offered by the university and for accreditation processes. Students, faculty, staff, and administrators all play a role in student learning and all

benefit from the creation of useful and meaningful assessment strategies and information.

Academic, administrative, and student affairs departments and units are expected to engage in direct assessment by reviewing authentic student work such as research papers, laboratory reports, student projects, student reflective activities, etc. These efforts are enriched by indirect assessment activities most often in the form of surveys, program evaluation forms, focus groups, or any of a variety of other mechanisms. Some assessment instruments are given to specific groups of students; others are given to students randomly selected from a group or groups of students. Assessments may be administered both inside and outside of the classroom.

Assessment-related data are kept confidential for individual students. Aggregate data is collected and shared within programs and is available in a password protected archive. Student outcomes assessment does not impact course grades or progress toward graduation.

Additional information about assessment policies and processes at UNI can be found on the Academic Assessment website assessment.uni.edu/. Questions about assessment at UNI can be directed to the Office of Undergraduate Studies, the academic colleges, and the Office of Institutional Research & Effectiveness (ie.uni.edu/).

Student Learning Outcomes

Guiding Principles

1. The university recognizes that the primary motive for academic assessment is to improve student learning.
2. The assessment
 - a. Students will be better positioned to take responsibility for their own learning if educational goals and objectives are clearly defined and measured.
 - b. The University of Northern Iowa is accredited by the
 - c. Assessment provides faculty and staff with a forum to discuss student learning.
3. Faculty/staff are expected to be active participants in assessment activities.
4. Programs will engage in the continuous direct assessment of student learning.
5. The process of assessment begins with the establishment of measurable student learning outcomes (SLOs).

Assessment Processes

Program faculty will demonstrate student achievement by engaging in the following four step continuous assessment process:

1. Identify measurable student learning outcomes.
2. Intentionally and systematically measure the SLOs using direct assessment methods.
 - a. **Note: While indirect assessment (or indirect evidence) of student learning can provide a program with useful information, it cannot be the sole evidence used to student learning and does not meet HLC requirements.**
3. Analyze the assessment results pertaining to the outcome being measured.

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4. Provide evidence that assessment results are being used to improve student learning.

Programs will ensure that each learning outcome is assessed at least once within academic program review or program accreditation cycles.

UNI Student Learning Outcomes (SLO)

Critical Thinking

Graduates will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.

Communication

Graduates will display competence in oral, written, and visual communication, as appropriate for their discipline.

Program Content Knowledge

Graduates will demonstrate discipline-specific knowledge and skills in their major fields of study.

Additionally, graduate and undergraduate programs have outcomes specific to their programs and degree offerings. We maintain that students are better positioned to take responsibility for their own learning if educational goals and objectives are clearly defined and measured. Program-specific student learning outcomes (SLOs) can be accessed via the department pages throughout this catalog.

Undergraduate Admission Requirements

Undergraduate Admission for New Students

Applicants must submit a formal application for admission, together with a \$40 application fee (\$50 for international students), and have their high school provide an official transcript of their academic record, including credits and grades, and certification of graduation. The American College Test (ACT) or the Scholastic Aptitude Test (SAT), or the equivalent is required for domestic students. The Test of English as a Foreign Language (TOEFL) is required of international students whose first language is not English. For undergraduate international students the minimum score for full admission is 79 on the TOEFL. There are several alternatives to the TOEFL for students to prove English proficiency: admissions.uni.edu/international/english-proficiency. Students with scores below this may qualify for conditional admission. Applicants may be required to submit additional information or data to support their applications. International applicants (undergraduates and graduates) should consult the website at admissions.uni.edu/international.

- Admission of undergraduate students directly from high school will be based on the Regent Admission Index (RAI) described below. In addition, applicants must meet the minimum high school course requirements.

$(3 \times \text{ACT composite score}) +$

$(30 \times \text{cumulative GPA}) +$

$(5 \times \text{number of high school core courses}) =$

Regent Admission Index

Applicants who achieve at least a 245 RAI score and who meet the minimum number of high school courses required will qualify for automatic admission. **Applicants who achieve less than a 245 RAI score may also be admitted; however, the university will review these applications on an individual basis.** After such review, applicants may:

- be admitted unconditionally;
- be admitted conditionally; or
- be denied admission.

For purposes of calculating the RAI, SAT (*critical reading and math*) scores will be converted to ACT composite equivalents, 99% is the top value for high school rank, 4.00 is the top value for GPA, and the number of high school core courses completed is expressed in terms of years or fractions of years (e.g., one semester equals 0.5 year).

The Regent Admissions Index is the primary means for admission; however, the Board of Regents institutions also provide a path to admission for students who elect to not provide

the ACT/SAT as a component of the admissions process. Students who do not submit test scores will be considered for admission based upon an individual review of their academic record.

The University of Northern Iowa recognizes that the traditional measures of academic performance do not adequately describe some students' potential for success. Therefore, all interested students are encouraged to apply for admission. Applicants who believe their academic record is not an accurate reflection of their potential for success may provide a written explanation of their circumstances.

- Applicants who are graduates of non-approved high schools will be considered for admission in a manner similar to applicants from approved high schools, but additional emphasis may be given to scores obtained on standardized examinations.
- Home schooled applicants are considered for admission based on an individual review of:
 1. home-school transcript
 2. high school transcript (if courses have been taken at the local high school)
 3. college transcripts (if applicable)
 4. official ACT or SAT scores (when submitted)
- Students with superior academic records may be admitted, on an individual basis, for part-time university study while enrolled in high school or during the summer prior to high school graduation.
- In rare situations, exceptional students may be admitted as full- time or part-time students before completing high school. Early admission is provided to serve persons whose academic achievement and personal and intellectual maturity clearly suggest readiness for collegiate-level study. The university will specify requirements and conditions for early admission.
- Applicants who are not high school graduates, but whose classes have graduated, may be considered for admission. They will be required to submit all academic data to the extent that it exists and achieve minimum scores on standardized examinations, such as the HiSET or the GED.
 - **HiSET Applicants:** To qualify for automatic admission to the University of Northern Iowa, students must earn a minimum total score of 75 on the HiSET. Students who do not meet this minimum requirement may be considered on an individual basis.
 - **GED Applicants:** To qualify for automatic admission to the University of Northern Iowa, students who have taken the GED must have received a score of 170 or higher on each of the four content areas. Students who do not meet this minimum requirement may be considered on an individual basis.

Undergraduate Admission Requirements

- An official score report of an equivalency diploma (for both a HiSET and GED) is required and can be requested from the state Department of Education website.

High School Preparation for Undergraduate Admission

Freshman applicants must complete the minimum high school course requirements as follows:

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

Optimum recommendations for success are at least four years of mathematics and four years of science.

- *Two years of **one** world language in high school with a C- or above in the last term meets the university graduation requirement. The university highly recommends that students fulfill this requirement while in high school. Students who have earned the Seal of Biliteracy (as noted on their official high school transcript) will satisfy UNI's world language requirement.

Undergraduate Admission for Transfer Students

Applicants must submit an online application for admission, together with a \$40 application fee (\$50 for international students), and request that each college they have attended send an official transcript of record to the UNI Office of Admissions. Failure to provide transcripts from all colleges or universities attended may result in denial of the application or dismissal from the university. If less than 24 semester hours of graded transferable college credit will be completed prior to initial enrollment, applicants should also request that their official high school transcript and ACT or SAT scores (if taken) be sent to the Office of Admissions. Other transfer applicants may be asked to provide high school academic information. The Test of English as a Foreign Language (TOEFL) is required of international students whose first language is not English. For undergraduate international students the minimum score for full admission is 79 on the TOEFL. Students with scores below this can qualify for conditional admission. International students transferring from U.S. institutions can have the TOEFL waived if they complete 24 or more semester hours of transferable credit with required grade point average from a regionally accredited U.S. college or university. In addition to TOEFL, there are other ways a student may demonstrate English proficiency: admissions.uni.edu/international/english-proficiency.

- Transfer students are defined as those with twenty-four (24) semester hours of transferable college credit. Transfer students must have or exceed the following combination of grade point and total graded transferable semester hours for admission to UNI.
 - 1-23 transferable hours, 2.25 cum GPA plus meet requirements for incoming freshman*
 - 24-59 transferable hours, 2.25 cum GPA
 - 60 or more transferable hours, 2.00 cum GPA

*Admission of students with fewer than 24 semester hours of transferable college credit will be based on high school academic and standardized test records in addition to review of the college record.

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

- Be admitted unconditionally;
 - Be admitted conditionally; or
 - Be denied admission.
- Transfer applicants under disciplinary suspension will not be considered for admission until information concerning the reason for the suspension has been received from the college assigning the suspension. Applicants granted admission under these circumstances may be admitted on probation. Applicants who are on academic suspension will typically not be admitted until the suspension has ended.
 - Transfer applicants of colleges and universities not regionally accredited will be considered for admission on an individual basis taking into account all available academic information.

Deadline for admission is the first day of class for any given academic term. Exceptions must be approved by the Director of Admissions.

Health

All incoming students are required to submit evidence of having been adequately immunized against measles (rubeola), rubella, and mumps. Students must provide documentation of their immunization records which shows proof of TWO measles, mumps and rubella (MMR) vaccinations. For more information please see our Web site at www.uni.edu/health.

Community College Partnerships

Several statewide partnerships exist between the Regent institutions and Iowa community colleges. These articulation agreements can be found in the publication, "The Public Connection" found on the website, <http://www.transferiniowa.org/>. The reverse credit transfer agreement allows students to complete their A.A. or A.S. degrees after transferring by using UNI courses to complete the A.A. or A.S. degrees. The Transfer Connection Program provides students enrolled at the community college an adviser from UNI to help plan a course of study at the community college. In addition, other partnerships, known as articulation agreements, have been developed between UNI and all Iowa community colleges for specific UNI baccalaureate degree programs. These agreements show specific courses that need to be taken at each school to complete a program. If available,

an articulation agreement typically results in the quickest route to graduation for a transfer student.

UNI has developed numerous articulation agreements between Associate of Applied Science (A.A.S.) programs at the community colleges and various majors/programs at UNI, including Bachelor of Applied Science programs, which allows for a greater number of Career-Technical credits to transfer.

Additionally, UNI has developed an online Elementary Education and Early Childhood Education Online Transfer Program. Students in this program can earn an A.A. or A.S. degree from an Iowa community college, or have completed a similar set of courses at another institution. The UNI course schedule for the online programs are offered through our Online and Distance Education Department. The Elementary Education and Early Childhood Education Online Transfer Program offers B.A. degrees in Elementary Education, Early Childhood Education or Elementary/Middle Level Education dual majors.

For more information contact:

UNI Office of Admissions
Cedar Falls, IA
Phone 319-273-2281

Transfer Credit Practices

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

1. Students from regionally accredited colleges and universities: Credit earned at regionally accredited colleges and universities is acceptable for transfer, notwithstanding that credit in courses determined by the university to be of a remedial or career and technical nature, or credit in courses or programs in which the institution granting the credit is not directly involved, may not be accepted, or may be accepted to a limited extent. No more than 65 semester hours of credit earned at two-year colleges can be applied to a bachelor's degree from the University of Northern Iowa, with a maximum of 16 career/technical (CT) credits from accredited two-year colleges unless otherwise stated by the academic program or department.
2. Students from colleges and universities which have candidate status: Credit earned at colleges and universities which have become candidates for accreditation by a regional association is acceptable for transfer in a manner similar to that from regionally accredited colleges and universities if the credit is applicable to the bachelor's degree at the University of Northern Iowa. Credit earned at the junior and senior classification from an accredited two-year college which has received approval by a regional accrediting association for change to a four-year college may be accepted by the university.

3. Students from colleges and universities not regionally accredited: Credit earned at colleges and universities that are not regionally accredited is not accepted in transfer. When students are admitted from colleges and universities not regionally accredited, the University of Northern Iowa will determine if the student may validate credit by satisfactory academic study in residence, or by examination. The university will specify the amount of transfer credit and the terms of the validation process at the time of admission. In determining the acceptability of transfer credit from private colleges in Iowa which do not have regional accreditation, the Regent Committee on Educational Relations, upon request from such institutions, evaluates the nature and standards of the academic program, faculty, student records, library, and laboratories.
4. Students from outside the United States colleges and universities: Transfer credit from foreign educational institutions may be granted after a determination of the type of institution involved, its recognition by the educational authorities of the foreign country, and after an evaluation of the content, level and comparability of the study to courses and programs at this university. Credit may be granted in specific courses, but may be assigned to general areas of study. Resources such as professional journals and reference materials may be used, inasmuch as they describe the educational systems and programs of individual countries.
5. Students having served in the United States Armed Forces: Transfer credit is granted based on a credit evaluation of transcripts from academic institutions attended, plus the Joint Services Transcript (JST), or the Community College of the Air Force Transcript. The University of Northern Iowa follows the American Council on Education (ACE) guidelines in the acceptance of military credit.
6. For all transfer credit other than career/technical credit, transfer course grades for students completing their first bachelor degree will be listed on the transcript and will count toward the transfer and total cumulative grade point averages.
7. For students completing a Post-Baccalaureate program, transfer course grades completed prior to the start of the Post-Baccalaureate program will not be reflected either on the UNI transcript or count toward the transfer and total cumulative grade point averages.
8. Credit for a previously failed course must be earned in an on-campus or online setting at an accredited institution. A course that has previously been attempted and failed cannot be granted credit through CLEP or other test examination services.

Advanced Placement Program

The University of Northern Iowa participates in the College Board's Advanced Placement (AP) Program. Qualified high school students can take AP exams in college-level subjects through special courses at their school. UNI grants college credit for scores of 3, 4, or 5 (minimum score of 4 for biology, chemistry, and computer science). Refer to the University Catalog for limits on credit earned by examination, such as AP. For further details and transfer information, visit admissions.uni.edu/freshmen/ap-credit or contact the Office of Admissions (admissions@uni.edu).

International Baccalaureate

The University of Northern Iowa provides advanced standing credit for students who complete and pass International Baccalaureate (IB)

Undergraduate Admission Requirements

examinations. Students must earn a score of 4 or above to receive advanced credit for Higher Level (HL) subjects and 5 or above for Standard Level (SL) subjects.

Up-to-date information on how course and credit are provided to students can be found at:

<https://admissions.uni.edu/admitted-students/college-credit>

For information about the transfer of IB credits, contact the Office of Admissions.

Transfer Credit by Examination

A maximum of 32 credits may be transferred in through College Level Examination Program (CLEP), Advance Placement (AP), and/or International Baccalaureate (IB) exams. For specific information regarding CLEP, AP, or IB please see the academic regulation section of the catalog or <https://admissions.uni.edu/admitted-students/college-credit>.

Post-Baccalaureate Undergraduate Study

A student who has received a bachelor's degree may apply for further study at the University of Northern Iowa as an undergraduate rather than a graduate student. Inquiries should be made to the Office of Admissions. Undergraduate status will be accorded students who seek:

1. a second baccalaureate degree (designation as senior) or
2. teacher licensure (designation as senior) - a student who does not hold a teaching license and expects to be recommended by this university for an initial teaching license or student adding new endorsement(s) through UNI recommendation must also file an official transcript; this program requires the completion of a minimum of 12 credit hours at UNI before recommendation to the Board of Educational Examiners; or
3. courses for undergraduate credit (designation as unclassified)

Students with baccalaureate degrees do not earn graduate credit while in Post-baccalaureate Undergraduate status only. They must be admitted either to graduate Degree or Non-Degree Status before they can enroll in graduate courses (courses numbered 5000 or above). A student working toward a second bachelor's degree or teacher licensure and is admitted as a graduate student will pay graduate tuition for the entire enrollment if any of the enrollment is for graduate credit. No course can apply to both a bachelor's degree and a graduate degree except for combined degree programs.

Retroactive granting of graduate credit for course work taken while in post-baccalaureate, undergraduate status will not be done if, when the course work was taken, the student received financial aid dependent on undergraduate status. If an undergraduate course can be taken at the 5000-level for graduate credit, extra work is required from graduate students to earn the graduate credit. This extra work cannot be completed after the course ends to change the course to graduate credit.

Undergraduate Degree Overview

Undergraduate Degrees at UNI

The university offers a wide selection of undergraduate degree programs. Explore the options and requirements below.

Bachelor of Arts (B.A.) Degree

A minimum of 120 semester hours is required to complete the Bachelor of Arts (B.A.) degree. Students may pursue a teaching program, which is available under the B.A. degree.

Bachelor of Applied Science (B.A.S.) Degree

The purpose of the Bachelor of Applied Science (B.A.S.) degree is to offer educational opportunities to those students who have completed an A.A.S degree and are now seeking to complete a four-year degree.

These students are often place-bound and need to take online classes while remaining a full-time employee.

Admission to the Program

Each student entering the program must have earned:

- an Associate of Applied Science (A.A.S.) degree from an accredited institution; and
- a minimum 2.00 grade point average; and
- two years of relevant work experience.

Total Credit Requirements

A total of at least 120 semester hours of credit, including applicable transferable credit earned, is required for graduation. The total must fulfill the following specifications:

1. 24 hours of UNIFI/General Education classes, as outlined below, of which 9 hours can be transferred in as the Written Communication, Oral Communication, and Quantitative Reasoning UNIFI categories;
2. 6 hours of Professional Communication, as outlined below;
3. 21-30 hours of Major coursework, from one of the majors listed below;
4. 0-19 hours of elective credit, for a total of 60 semester hours of credit taken at the University of Northern Iowa.

UNIFI/General Education Requirements for B.A.S. Degree

Students must meet the following undergraduate UNIFI/General Education requirements as specified below.

Summary:

Written Communication *	3
Oral Communication *	3
Quantitative Reasoning *	3

*BAS Students are permitted to transfer in courses equivalent to the Written Communication, Oral Communication, and Quantitative Reasoning UNIFI categories. No other classes can be applied to fulfill the UNIFI portion of the BAS degree.

Human Condition - Global	3

Human Condition - Domestic	3
Scientific Reasoning (lab not required)	3
Human Expression	3
Responsibility	3
Total Hours	24

Professional Communication Required Courses for B.A.S. Degree

Required:

COMM 3155	Professional and Public Communication	3
ENGLISH 3770	Technical Writing in Applied Sciences	3

Total Hours	6

Bachelor of Fine Arts (B.F.A.) Degree

The Bachelor of Fine Arts (B.F.A.) degree is generally recognized as the professional undergraduate degree in the visual arts. Students are required to pass a portfolio review for admission to the B.F.A. program in the Department of Art and Graphic Design. Once admitted, students opt for an emphasis in one of the following studio areas in the Department of Art and Graphic Design: ceramics, drawing, graphic design, jewelry design and metalsmithing, painting, performance art, photography, printmaking, and sculpture. During their senior year, candidates for this degree are required to present an exhibition of their creative works demonstrating competency in the studio arts.

A minimum of 122 semester hours is required to complete the B.F.A. degree. This degree does not provide for licensure to teach; additional hours are necessary to meet licensure requirements.

Bachelor of Music (B.M.) Degree

Majors in this degree program have the choice of an educational major or two professional majors. The Music Education major carries licensure to teach music in grades K-8 and 5-12. The Performance major with emphases in voice, piano, organ, and band-orchestral instruments, and the Composition-Theory major are professional programs designed to prepare students for careers as artist-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.

A minimum of 120 semester hours is required for the Bachelor of Music degree.

Bachelor of Science (B.S.) Degree

The Bachelor of Science degree should be elected by those students who are preparing for careers in areas where effective application of knowledge and training requires a higher degree of concentration in advanced-level course work.

Requirements include:

Undergraduate Degree Overview

1. A minimum of 56 hours in the program, including at least 36 hours in the subject area;
2. The completion of an undergraduate research course carrying a minimum of 1 semester hour of credit. This course will result in the completion of a written report, conference presentation, or other scholarly product;
3. Completion of all other University requirements.

A minimum of 120 semester hours is a graduation requirement for the Bachelor of Science degree.

Bachelor of Science in Nursing (B.S.N.) Degree

Graduates of the University of Northern Iowa's Bachelor of Science in Nursing (BSN) program emerge as clinically focused and practice-ready nurses who demonstrate proficiency in situational awareness, clinical judgment, and clinical reasoning in the care of patients and families. They will be collaborative members of interprofessional teams. Graduates are prepared with a personal and professional plan for long-term resilience, self-care, lifelong learning, and ethical leadership in diverse nursing settings. The undergraduate nursing program is pursuing candidacy status for accreditation through Accreditation Commission for Education in Nursing (ACEN). Students will complete a total of 412.5 hours of clinical and simulation with 87.5 laboratory hours, which will provide students with the competence to care for patients across the lifespan.

A minimum of 120 semester hours is required for the Bachelor of Science in Nursing degree.

Bachelor of Social Work (B.S.W.) Degree

The Social Work Department at the University of Northern Iowa is accredited by the Council on Social Work Education. The undergraduate social work major prepares students for beginning level professional social work practice. The program defines the generalist perspective on practice as "Multidimensional theory, knowledge, and skills used to understand and intervene into diverse human systems in keeping with social work values and ethics." The program contributes to the liberal arts, general education of university students who are not social work majors. Finally, it affords social work students the opportunity to explore advanced methodologies and fields of practice within social work through occasional advanced elective offerings. Practical experience is an important emphasis in this department. Every senior does an internship in a social agency working with clients and supervised by a practicing social worker.

A minimum of 120 semester hours is required for the Bachelor of Social Work degree.

Bachelor of Liberal Studies (B.L.S.) Degree

The Bachelor of Liberal Studies (B.L.S.) program is offered by the three Iowa Regents' Universities: University of Northern Iowa, Iowa State University, and the University of Iowa. The purpose of the B.L.S. is to offer educational opportunities to those students who are unable to attend college as full-time, on-campus students. Students often use self-paced and other distance learning opportunities to earn credit. **This major may not be declared with any other major.**

Admission to the Program

Each student entering the program must have earned both:

1. an Associate of Arts degree from an accredited, two-year college, or at least 24 semester hours of college credit acceptable toward graduation at UNI;
2. a minimum 2.00 grade point average.

Total Credit Requirements

A total of at least 120 semester hours of credit, including transferable credit earned, is required for graduation. The total must fulfill the following specifications:

1. 45 semester hours of credit earned at four-year colleges in courses defined as upper-level at the colleges in which courses are taken. At the University of Northern Iowa, upper-level courses are those numbered 3000/4000-level and above;
2. at least 30 hours of credit earned in the junior and/or senior years in courses at UNI. This total may include nonresidence credit.

UNIFI/General Education Requirements

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

Program Distribution Requirements

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

Humanities
Communications and Arts
Natural Sciences and Mathematics
Social Sciences
Professional fields (such as business, applied human sciences, social work, and education)

Information and details regarding admission to the B.L.S. program, evaluation of prior academic work, program advising, and declaration of major may be obtained from Online Education & Individual Studies at 319-273-2504 or online.uni.edu/bls.

Requirements for Graduation

In addition to the completion of one of the baccalaureate degree programs, there are other specific requirements for graduation which apply to all undergraduate students seeking any bachelor's degree, other than the Bachelor of Liberal Studies and Cooperative Programs. These are listed below. The acceptance and use of transfer credit are subject to limitations in accordance with existing educational policies of the University of Northern Iowa - refer to *Transfer Credit Practices* listed in the *Admission Requirements* section of this catalog. Refer to Graduate Degree Requirements for graduation requirements for a graduate degree program.

Residence

At least 32 hours of credit earned in the junior and senior years in courses at this university.

Scholarship

A student seeking the bachelor's degree with licensure to teach must successfully complete student teaching and achieve a cumulative grade index in all course work attempted, at this university and elsewhere, of at least 2.50 to be recommended for graduation. The student must also achieve a cumulative grade index of 2.50 on all work attempted at the University of Northern Iowa.

A student seeking the bachelor's degree (without licensure) must achieve a cumulative grade index in all work attempted, at this university and elsewhere, of at least 2.00 to be recommended for graduation; the student must also achieve a cumulative grade index of 2.00 on all work attempted at the University of Northern Iowa.

Note: A student may be held by their academic department to specific grade point requirements, for the major work and/or graduation, which are higher than the grade point requirements for all university students. Students are advised to refer to the requirements for their specific major.

Communication

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

Foreign Language Competency Requirement

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

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

1. satisfactory* completion of two years of high school study in one foreign language;
2. satisfactory* completion of a combination of high school and college credit in one language equivalent to the second semester at the college level;
3. satisfactory performance in an achievement examination measuring proficiency equivalent to the second semester of college study in one foreign language.
4. satisfactory* completion of either two years of high school study or one year of college credit or the combined equivalent in American Sign Language (ASL). Study in any other language and culture for the hearing impaired will not automatically satisfy this graduation requirement.

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

The following UNI course sequences will satisfy the foreign language competency requirement:

- ASL 3190 American Sign Language (ASL) I & ASL 3195 American Sign Language (ASL) II
- CHIN 1001 Elementary Chinese I & CHIN 1002 Elementary Chinese II
- FREN 1001 Introduction to French Language and Culture I & FREN 1002 Introduction to French Language and Culture II
- SPAN 1001 Elementary Spanish I & SPAN 1002 Elementary Spanish II

Additional language credit options may be offered, or be transferred to meet this UNI requirement.

Advanced Courses

At least 10 hours of work in a major in courses numbered 3000/4000-level and taken at this university.

Maximum Credit by Examination

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

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 the student 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.

Application for Graduation

A student who expects to be graduated at the end of a semester must complete a graduation application at the opening of that semester. This application can be accessed through MyUniverse-Student Center and upon completion is filed with the Office of the Registrar.

Two Concurrent Degrees

A student may pursue two *different* baccalaureate degrees concurrently. To receive two different degrees concurrently (i.e., B.A./B.S., B.A./B.M.), a student must meet all the requirements for both degrees, (including *Residence, Scholarship, Communication, Foreign Language Requirement, Advanced Courses, Maximum Credit by Examination, Listing of Candidates for Graduation, and Application for Graduation* designated above).

A student may have a double major, however the university does not grant two of the same degrees concurrently. A student double majoring in two B.A. majors would graduate with one B.A. degree, and the transcript would notate two majors.

Second Baccalaureate Degree (After First Baccalaureate Conferred)

A student may pursue a second baccalaureate degree after a first baccalaureate degree has been conferred. To receive a second baccalaureate degree after first baccalaureate degree has been conferred, a student must meet the requirements for the second degree (including *A. Residence, B. Scholarship, E. Advanced Courses, F. Maximum Credit by Examination, G. Listing of Candidates for*

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Graduation, and H. Application for Graduation designated above), and earning a minimum of 32 hours of "new" credit at UNI.

For example: After evaluation of college transcript, student still needs 20 specified hours of coursework in the major to meet the requirements for that major. Student will need to earn from UNI, the 20 hours for the major (including 10 hours of upper level coursework), plus an additional 12 hours of new credit to meet the minimum 32 hours of credit required for a second baccalaureate degree.

Subsequent Baccalaureate Major, Minor, or Certificate

A student may pursue a subsequent major on a non-degree seeking basis after an initial Baccalaureate degree has been conferred from UNI. Approval of the department of the additional major is needed before starting classes. Minors or certificates may be pursued on a non-degree seeking basis regardless of prior baccalaureate degree, with all minor or certificate coursework being taken at UNI.

All requirements for a subsequent program must be completed (required coursework, GPA requirements, etc.). A student will be classified as undergraduate, non-degree seeking status during the time to complete a subsequent program. At the completion of the program, a notation will be made on the student's transcript, but no additional diploma will be granted, nor will a change be made on the diploma received at the time of graduation for the first Baccalaureate degree.

If 32 or more hours are needed to complete the subsequent major, or if it would lead to a different degree (i.e. Bachelor of Science), the student must apply as a second Baccalaureate degree (see Second Baccalaureate Degree).

University of Northern Iowa Foundational Inquiry (UNIFI)/General Education

Students admitted to the University for the Summer 2022 term or later will follow the UNI Foundational Inquiry (UNIFI)/General Education requirements.

The university's mission affirms that a general or liberal arts education is an essential component of every undergraduate's experience at UNI. In keeping with the tradition of liberal learning, the UNI Foundational Inquiry (UNIFI) program emphasizes skills, knowledge, and habits of mind that prepare students for success in an uncertain future, laying a firm foundation so that they can lead fulfilling personal, professional, and civic lives.

UNIFI is designed to be a flexible program that evolves over time to address the issues we face in a complex and ever-changing world, but its foundational principles are firmly rooted in liberal education. As the Association of American Colleges and Universities explains, "A liberal education is a liberating education in that it frees the mind to seek after the truth unencumbered by dogma, ideology, or preconceived notions. A liberally educated person can think for himself or herself, is both broad- and open-minded, and is, therefore, less susceptible to manipulation or prejudice." UNI approaches liberal learning with this understanding in mind. By developing intellectual and practical skills of inquiry and analysis, critical and creative thinking, written and oral communication, collaboration and problem solving, ethical and scientific reasoning, students are prepared to play a role in shaping our shared world through democratic processes, to

make responsible choices, and to understand that individual goals are always pursued in the context of the human and natural worlds in which we are embedded and on which we all depend for meaning and sustenance.

(AACU, "What Liberal Education Looks Like: What It Is, Who It's For, & Where It Happens," 2020)

Requirements of UNIFI/General Education

Summary (minimum 36 hours for all students, with the exception of those pursuing B.A.S. degree).

Written Communication	3
Oral Communication	3
Quantitative Reasoning	3
Human Condition - Domestic	3
Human Condition - Global	3
Scientific Reasoning (with lab)	3-4
Human Expression	3
Responsibility	3
Connect *	12
Total Hours	36-37

* Students have the option to pursue a nine-twelve hour Multidisciplinary Certificate, listed below, to satisfy the Connect requirement. Students must still earn 12 hours to satisfy the Connect requirement.

Engage (Skills)

Written Communication

Courses in the Written Communication learning area are designed to enhance foundational communication skills and habits of mind necessary for success at UNI and beyond. In addition to the processes of reading, researching, writing, and revising, written communication courses enable students to develop critical thinking skills.

Select one of the following		3
ENGLISH 1005	College Writing and Research	
ENGLISH 2015	Introduction to Writing Studies	
ENGLISH 2120	Critical Writing About Literature	
PHIL 1050	The Art of Critical Thinking and Writing	
UNIV 1000 & UNIV 1010	First-Year Cornerstone: Integrated Communication I and First-Year Cornerstone: Integrated Communication II (Both UNIV 1000 & UNIV 1010 must be taken to meet UNIFI Written and Oral Communication requirements)	

Oral Communication

Courses in the Oral Communication learning area are designed to enhance foundational communication skills and knowledge necessary for success at UNI and beyond. Oral communication courses also

teach active listening, as well as how to engage in civil discourse, especially in diverse groups.

Select one of the following 3

COMM 1000	Oral Communication
ENGLISH 1070	Let's Talk About: (Topic)
UNIV 1000 & UNIV 1010	First-Year Cornerstone: Integrated Communication I and First-Year Cornerstone: Integrated Communication II (Both UNIV 1000 & UNIV 1010 must be taken to meet UNIFI Written and Oral Communication requirements)

Quantitative Reasoning

Courses in the Quantitative Reasoning learning area encompass any discipline that uses quantitative methods or formal logic, with an emphasis on courses that demonstrate how such methods can be used to explain reality and achieve meaning. Because these courses address both quantitative reasoning and critical thinking, they locate mathematical skills and reasoning in a context of explaining or solving complex problems.

Select one of the following 3

ECON 1031	Introduction to Business Economics
ECON 1041	Principles of Macroeconomics
FIN 1040	Financial Skills for Smart Living
MATH 1100	Mathematics in Decision Making
MATH 1160	Calling Hogwash: Mathematics for Critical Thinking
MATH 1204	Mathematical Reasoning
MATH 1420	Calculus I
PHIL 1030	Elementary Logic
SOC SCI 2020	Social Sciences Statistics
STAT 1772	Introduction to Statistical Methods
STAT 1780	Introduction to Data Science

Discover (Knowledge)

Human Condition-Domestic

Courses in the Human Condition-Domestic learning area enlarge students' understanding of the many possible meanings of being human by urging them to branch out beyond their own specific background, enabling them to think about their experience from that broadened perspective. This learning area includes courses from a very wide range of disciplines with a focus on the United States.

Select one of the following 3

ANTH 2003	People of the Great Lakes
COMM 2456	Communication and Popular Culture
COMM DM 1611	Media and Power
CRIM 2152	Crime and Community

EDPSYCH 2030	Dynamics of Human Development
EDPSYCH 2068	Development and Learning in Sociocultural Contexts
ENGLISH 2420	Survey of American Literature
ENGLISH 2520	Multicultural Literature
FAM SERV 1010	Human Identity and Relationships
FAM SERV 1020	Family Relationships
FAM SERV 1140	Exploring Family Diversity
HIST 1110	United States History to the Civil War and Emancipation
HIST 1120	United States History since the Civil War and Emancipation
LRNTECH 1200	Playgrounds to Pixels: Meaningful Gaming
MIL SCI 3190	America's Military Past
PH 2520	Maternal and Infant Health
POLSCI 1014	Power & Politics in the U.S.
POLSCI 1020	Political Problems in the U.S.: (topic)
PSYCH 1001	Introduction to Psychology
RELS 1060	American Religious Diversity
RTNL 2110	Introduction to RTNL: Programs, Services and Facilities
SOC 1000	Introduction to Sociology
SOC 1060	Social Problems
SOC 2075	The Self in Social Context
SW 2045	American Racial and Minoritized Populations
TESOL 2015	Language Today

Human Condition-Global

Courses in the Human Condition-Global learning area enlarge students' understanding of the many possible meanings of being human by urging them to branch out beyond their own specific background, enabling them to think about their experience from that broadened perspective. This learning area includes courses from a very wide range of disciplines with global or international focus.

Select one of the following 3

ANTH 1002	Introduction to Cultural Anthropology
ANTH/GEOG 2300	World Prehistory and the Rise of Civilizations
ANTH 3010	Climate Change, Human Migration and Conflict
ANTH 3500	Slavery and Human Trafficking
ARTHIST 1111	Survey of Art History I
ARTHIST 1222	Survey of Art History II
BUSINESS 2100	Global Skills: (topic)
ENGLISH 2320	Survey of English Literature from Beginnings to Early Modernity

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ENGLISH 2340	Survey of Post-1800 English and World Literature
ENGLISH 3148	The Holocaust in Literature and Film
ENGLISH 3162	Ireland: Literature, Culture, History
FREN 2020	Francophone Cross-Cultural Bridges
GEOG 1110	Global Geography
GEOG 1120	Peoples, Cultures, and Environments
HIST 1210	Making the Modern World
HIST 2210	Problems & Perspectives in Global History: (Topic)
HIST 2310	From Mesopotamia to the Middle Ages: The Premodern West
HIST 2320	The Modern West: Technology, Science, & Culture
LANG 2020	Constructing Cross-Cultural Bridges
PHIL 1080	World Philosophies
PHIL/RELS 3110	Perspectives on Death and Dying
POLSCI 1024	International Relations
POLSCI 1025	Global Politics
POLSCI 1041	Global Challenges: (Topic)
RELS 1020	Religions of the World
SOC 1070	Introduction to Human Rights
SOC 2040	Social Movements
SOCFOUND 2015	Perspectives on Education
SW 1041	Global Social Work
TESOL 3565	Intercultural Perspectives
UNIV 3003	Study Abroad: (Topic)
WGS 1040	Women's and Gender Studies: Introduction
WGS 2040	Introduction to LGBTQ Studies
WGS 2050	Masculine Cultures

Scientific Reasoning (with Lab)

Courses in the Scientific Reasoning learning area focus on discerning basic principles that explain natural phenomena through observation and analysis of the world. Students learn how scientists rely on theory and experimentation to test and refine understandings of our human minds and bodies, life on earth, and the physical universe. Laboratory courses unite hands-on scientific experimentation, inductive reasoning, and deductive analysis with the study of basic principles. After completing a course in this learning area, students will be able to critique claims using the tools of scientific inquiry.

Select one of the following

3-4

ANTH 1001 & ANTH 1003	Bones & Stones: The Science of Human Origins and Bones & Stones: The Science of Human Origins Laboratory
ANTH 2005 & ANTH 2006	Archaeology for Beginners and Archaeology for Beginners Laboratory
BIOL 1012 & BIOL 1013	Life: The Natural World and Life: The Natural World - Lab
BIOL 1014 & BIOL 1015	Life: Continuity and Change and Life: Continuity and Change - Lab
BIOL 2051	General Biology: Organismal Diversity
BIOL 2052	General Biology: Cell Structure and Function
CHEM 1010	Principles of Chemistry
CHEM 1020	Chemical Technology
CHEM 1110	General Chemistry I
CHEM 1130	General Chemistry I-II
EARTHSCI 1100 & EARTHSCI 1110	Astronomy and Astronomy Laboratory
EARTHSCI 1200 & EARTHSCI 1210	Elements of Weather and Elements of Weather Laboratory
EARTHSCI 1300	Introduction to Geology
EARTHSCI 1400	Introduction to Environmental Earth Science
GEOG 1210 & GEOG 1211	Planet Earth and Planet Earth Laboratory
PHYSICS 1000 & PHYSICS 1010	Physics in Everyday Life and Physics in Everyday Life Laboratory
PHYSICS 1511	General Physics I
PHYSICS 1701	Physics I for Science and Engineering
SCI ED 1100	Inquiry into Earth and Space Science
SCI ED 1200	Inquiry into Life Science
SCI ED 1300	Inquiry into Physical Science

Human Expression

Courses in the Human Expression learning area include the creation as well as the analysis or interpretation of creative works in the arts. Students engage in a creative process to produce artistic work, and interpret creative works and ideas as expressions of meaning and purpose.

Select one of the following

3

ART 1002	Visual Inventions
ARTHIST 1004	Visual Perceptions
CHIN 1050	Introduction to Chinese Literature

COMM 3455	Creativity, Storytelling and Identity
COMM DM 1630	Start a Podcast
ENGLISH 1120	Literature: (topic)
ENGLISH 2700	Elements of Creative Writing
ENGLISH 3130	Writing & Healing
FAM SERV 1210	The Creative Experience
FREN 3004	Introduction to Literature in French
GERO 1059: Understanding Aging Through a Creative Lens	
HIST 2011	Engaging Sources: (Topic)
LITED 1044	Children's Literature
LRNTECH 2200	Gamecraft: From Mechanics to Meaning
MUSIC 1100	Soundscapes: Music in Culture
MUSIC 1500	Modern Band and Creative Music Making
RELS 1040	The Power of Myth: (Topic)
SPAN 3004	Introduction to Hispanic Literature
THEATRE 1000	Theatre in Our World
THEATRE 1005	Acting for Non-Majors

Responsibility

Courses in the Responsibility learning area give students the opportunity to develop skills in ethical reasoning, gaining a greater understanding of their personal responsibilities and their roles as citizens. The learning area aims to enable students to move beyond ideological reactions to questions that require careful normative judgment. It does not aim to instill in students a particular moral code, but to help them develop the habits of reasoning based on consistent principles, and judging based on evidence and logic, which they will need as citizens in charge of creating our shared world.

Select one of the following 3

BIOL 1200	Biological Diversity and Conservation
BUSINESS 3159: The Ethics of Global Leadership, Cross-Cultural Negotiations, and Sustainability	
CHEM 1012	Matter Matters
COMM 3236	Ethics in Communication
CONSTR 1015	Introduction to Sustainability
CRIM 3159: Get-Rich-Quick Schemes	
EARTHSCI 3336	Natural Resources and Civilizations
EARTHSCI 3367	Global Water Environment
ECON 1001	Economics of Social Issues
ENGLISH 1050	Law and Literature
ENGLISH 3110	Environmental Literature
ENTR 1010	Overview of Entrepreneurship
HIST 2020	Health in History: (Topic)
HIST 3110	Conflict and Justice in History: (Topic)
HIST 3279	Conflict and Justice Study Abroad: (Topic)

LIBRARY 2300	Beyond the Hype: Artificial Intelligence as Information
PH 1101	Introduction to Public Health
PHIL 1040	Justice and the Good Life: Philosophical Perspectives
PHIL 1560	Science, Technology, and Ethics (STE)
PHIL 1580	Ethics for Professional Life
PHIL/RELS 2070	Ethics in the Age of AI
PHIL/RELS 3510	Bio-Medical Ethics
POLSCI 1042	Becoming Global Citizens
POLSCI 2050	Introduction to Political Theory: Freedom, Justice and Power
RELS 3300	Bible and Ethics
RELS 3500	Religion and Ethics
RTNL 2130	Foundations of the Nonprofit Sector
SOCFOUND 2274	Democracy and Education in the 21st Century
SOC SCI 2300	Analyzing Ethics, Personal Decision-Making, and Social Responsibility

Connect

Connect

Select 12 hours from any Engage or Discover UNIFI category * 12

* Students have the option to pursue a nine-twelve hour Multidisciplinary Certificate, listed below, to satisfy the Connect requirement. Students must still earn 12 hours to satisfy the Connect requirement.

Recognizing the value of Study Abroad as a High Impact Practice for our students in an increasingly globalized world, the UNIFI program will accept any short-term, faculty-led UNI Study Abroad course as a Connect Elective. Only one Study Abroad course will count toward the requirements in the Connect tier unless one of these courses has also been individually approved as a UNIFI course in a specific learning area.

UNIFI Multidisciplinary Certificates

The following certificates are available to any UNI student, and can be used to satisfy the Connect requirement of the UNIFI/General Education program. Students must still earn 12 hours to satisfy the Connect requirement.

Career Success in Organizations Certificate

No matter their major, all UNI students will work within some form of an organization during their careers. Whether a for-purpose, for-profit, or governmental entity, knowledge of factors that influence how organizations operate helps employees more effectively contribute to the mission of the organization. The purpose of this certificate is to provide a broad understanding of organizations including factors that influence decision making, levels of responsibility, data and written/

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unwritten rules that govern operations, and professional expectations for communicating and interacting within the organization.

Decision-making in Organizations

Complete one of the following:		3
ECON 1031	Introduction to Business Economics	
ECON 1041	Principles of Macroeconomics	
POLSCI 1048	Introduction to Public Administration	
POLSCI 3153	Leadership and Management in Public Service	
PSYCH 3304	Work Psychology: Well-Being	
PSYCH 3305	Work Psychology: Performance	

Responsibility in Organizations

Complete one of the following:		3
ECON 1001	Economics of Social Issues	
FIN 1040	Financial Skills for Smart Living	
ENTR 1010	Overview of Entrepreneurship	
POLSCI 3172	Public Budgeting	

Numbers in Organizations

Complete one of the following:		3
MGMT 2080	Introduction to Information Systems	
CS 1025	Modern Tools for Exploring Data	
ACCT 2120	Principles of Financial Accounting	

Communication in Organizations

Complete one of the following:		3
ENGLISH 2770	Introduction to Workplace Writing	
MGMT 2113	Business Communication	

Total Hours 12

Civic Literacy, Engagement, and the Humanities

This interdisciplinary certificate emphasizes training in civic literacy and the humanities that address how to contribute to the flourishing of a democratic society. It will introduce students to the knowledge, skills, and dispositions associated with civic literacy and the humanities disciplines that prepare them for a life of meaningful engagement with democratic processes at the local, regional, national, and international levels.

Civic Knowledge

Complete one of the following:		3
ENGLISH 2420	Survey of American Literature	
HIST 1110	United States History to the Civil War and Emancipation	
HIST 1120	United States History since the Civil War and Emancipation	
POLSCI 1014	Power & Politics in the U.S.	
POLSCI 1024	International Relations	

RELS 1060	American Religious Diversity
RELS 2600	Religion and the Public Schools

Civic Values

Complete one of the following:		3
SOCFOUND 2274	Democracy and Education in the 21st Century	
COMM 2257	Argumentation and Debate	
ENGLISH 1050	Law and Literature	
POLSCI 2050	Introduction to Political Theory: Freedom, Justice and Power	

Civic Skills

Complete one of the following:		3
RELS 3180	Religion and Politics: (Topics)	
PHIL 1040	Justice and the Good Life: Philosophical Perspectives	
ENGLISH 2015	Introduction to Writing Studies	
POLSCI 1048	Introduction to Public Administration	
HIST 1210	Making the Modern World	

Total Hours 9

* Only two courses from the same academic department can count toward this certificate.

Creative Expression and Meaning Certificate

Complete one of the following:		3
MUSIC 1100	Soundscapes: Music in Culture	
or MUSIC 1500	Modern Band and Creative Music Making	
Complete one of the following:		3
ARTHIST 1004	Visual Perceptions	
or ART 1002	Visual Inventions	
Complete one of the following:		3
ENGLISH 1120	Literature: (topic)	
or ENGLISH 2700	Elements of Creative Writing	
or ENGLISH 3130	Writing & Healing	
Complete one of the following:		3
THEATRE 1000	Theatre in Our World	
or THEATRE 1005	Acting for Non-Majors	

Total Hours 12

Critical Thinking and Information Literacy Certificate

Complete one of the following:		3
PSYCH 3310	Psychology of Science and Pseudoscience	
PHIL 3360	Character, Wisdom, and Mind: Philosophical Perspectives	
Complete one of the following:		3
MATH 1160	Calling Hogwash: Mathematics for Critical Thinking	
PHIL 1030	Elementary Logic	

Complete one of the following: 3

LIBRARY 2100	Who's Controlling (Y)our Information?: Access, Authority, and Technology
POLSCI 1060	B.S. Detection

Total Hours 9

Data Science Certificate

This certificate provide students with the necessary skills to be able to appropriately identify data, analyze and visualize data, and communicate conclusions in quantitative and qualitative domains.

Applied Tools

Complete one of the following: 3

STAT 1780	Introduction to Data Science
CS 1170	Introductory Programming for Data Science

Social Issues

Complete one of the following: 3

PHIL 1560	Science, Technology, and Ethics (STE)
MATH 1000	Exploring Social Justice Issues through Mathematics

Information Literacy

Complete one of the following: 3

POLSCI 1060	B.S. Detection
LIBRARY 2100	Who's Controlling (Y)our Information?: Access, Authority, and Technology

Statistics

Complete one of the following: 3

STAT 1772	Introduction to Statistical Methods
SOC SCI 2020	Social Sciences Statistics

Total Hours 12

Developmental Considerations Certificate

Required:

Foundations

Complete one of the following: 3

CSD 3100	Language Acquisition in Children: Birth to 5 Years
EDPSYCH 2030	Dynamics of Human Development
FAM SERV 1055	Lifespan Development
PSYCH 2202	Developmental Psychology

Movement and Physical Growth

Complete one of the following: 3

KINES 2056	Motor Learning and Development
or KINES 2062	Developmental Trends in Physical Activity & Sport

Systems and Health

Complete one of the following: 3

PH 2520	Maternal and Infant Health

or SW 3175 Child Welfare Policy and Practice

Total Hours 9

Diversity, Equity, and Inclusion Certificate

The purpose of this certificate is for students to explore topics related to diversity, equity, and inclusion (DEI) from a variety of different content areas. Students will get an opportunity to critique complex social issues from a variety of lenses; including mathematics/science, gender, religion, history, communication, and/or politics. Students will develop a deeper understanding of a variety of perspectives related to DEI, including critically analyzing social justice issues; debating and understanding the values and ethics related to diverse groups, perspectives, and/or societies; learning about and discussing their own and/or others' identities; and delve into more global sociocultural issues related to different aspects of culture.

Critical Perspectives on Diversity, Equity, and Inclusion

Complete one of the following: 3

EARTHSCI 3336	Natural Resources and Civilizations
MATH 1000	Exploring Social Justice Issues through Mathematics
POLSCI 1014	Power & Politics in the U.S.
POLSCI 1024	International Relations
RELS 1020	Religions of the World
RELS 1060	American Religious Diversity
WGS 1040	Women's and Gender Studies: Introduction

Ethical Perspectives on Diversity, Equity, and Inclusion

Complete one of the following: 3

ECON 1001	Economics of Social Issues
PHIL 1040	Justice and the Good Life: Philosophical Perspectives
COMM 3236	Ethics in Communication
HIST 3110	Conflict and Justice in History: (Topic)

Perspectives on Identity

Complete one of the following: 3

PH 2520	Maternal and Infant Health
COMM 3455	Creativity, Storytelling and Identity
WGS 2040	Introduction to LGBTQ Studies
ENGLISH 2520	Multicultural Literature
WGS 2050	Masculine Cultures

Sociocultural Perspectives on Diversity, Equity, and Inclusion

Complete one of the following: 3

ANTH 1002	Introduction to Cultural Anthropology
GEOG 1120	Peoples, Cultures, and Environments
HIST 1110	United States History to the Civil War and Emancipation

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HIST 1120	United States History since the Civil War and Emancipation	
HIST 2210	Problems & Perspectives in Global History: (Topic)	
SW 1041	Global Social Work	
Total Hours		12

East Asia Certificate

Emphasizing primarily China and Japan but with some coverage of Korea and Vietnam, the East Asia Certificate introduces material to students from the perspective of four very different academic disciplines, with an emphasis on both East Asian diversity and cultural commonalities

Complete one of the following: 3

CHIN 1050	Introduction to Chinese Literature
HIST 2210	Problems & Perspectives in Global History: (Topic) (Identity, Diversity, and Commonality in East Asia)

Complete one of the following: 3

HIST 2210	Problems & Perspectives in Global History: (Topic) (Becoming Familiar with East Asia - Japan as Example and Exception)
HIST 2210	Problems & Perspectives in Global History: (Topic) (One Thousand Years of Samurai)

Complete one of the following: 3

CHIN 1060	Introduction to Chinese Culture: (Topic)
RELS 2110	Confucianism, Daoism, and Zen

Total Hours 9

Innovation in Leadership Certificate

The Innovation in Leadership Certificate focuses on the intersection of business, nonprofit, and government to recognize the strengths and weaknesses of each, leading to creating shared value partnerships to develop innovative responses to solving complex system problems.

Entrepreneurial Fundamentals

Required: 3

ENTR 2010	Financials for the Entrepreneurial Enterprise

Foundations of the Nonprofit Sector

Required: 3

RTNL 2130	Foundations of the Nonprofit Sector

Current and Emerging Issues in Public Administration

Complete one of the following: 3

POLSCI 1048	Introduction to Public Administration

POLSCI 3153	Leadership and Management in Public Service

Nonprofit Leadership

Required: 3

RTNL 2210	Nonprofit Leadership Practicum, Level I

Total Hours 12

Sustainability Certificate

This certificate encompasses interdisciplinary topics that address how to promote human prosperity while protecting the planet. This certificate will equip students to: understand the ways in which the economy, environment, and human welfare can operate in harmony; understand the value of a systems thinking approach.

Required:

CONSTR 1015	Introduction to Sustainability	3

Complete one of the following: 3-4

BIOL 1012 & BIOL 1013	Life: The Natural World and Life: The Natural World - Lab

BIOL 2051	General Biology: Organismal Diversity

EARTHSCI 1400	Introduction to Environmental Earth Science

GEOG 2250	Nature-Society Relations

PHYSICS 1000	Physics in Everyday Life

Complete one of the following: 3

EARTHSCI 3336	Natural Resources and Civilizations

ECON 1001	Economics of Social Issues

HIST 3110	Conflict and Justice in History: (Topic)

PHIL 1560	Science, Technology, and Ethics (STE)

Total Hours 9-10

THRIVE! Certificate

Required:

Physical Domain

Complete one of the following: 3

KINES 2053 or PH 1101	Physical Activity and Nutrition Introduction to Public Health

Social Domain

Complete one of the following: 3

ECON 1001 or FAM SERV 1010	Economics of Social Issues Human Identity and Relationships

Mental Domain

Complete one of the following: 3

PSYCH 2403 or SW 3143	The Science and Experience of Human Flourishing Self-Care and Stress Management in Helping Professions

Financial Domain

Complete one of the following: 3

ENTR 2010	Financials for the Entrepreneurial Enterprise
or FIN 1040	Financial Skills for Smart Living
Total Hours	12

United States Studies Certificate

Students taking the United States Studies Certificate will analyze the diverse experiences and values of the people of the United States and investigate solutions to over-arching problems such as climate change and social inequities.

Complete one of the following:	3
RELS 1060	American Religious Diversity
POLSCI 1014	Power & Politics in the U.S.
Complete one of the following:	3
ENGLISH 2420	Survey of American Literature
HIST 1110	United States History to the Civil War and Emancipation
HIST 1120	United States History since the Civil War and Emancipation
Complete one of the following:	3
ENGLISH 2520	Multicultural Literature
MIL SCI 3190	America's Military Past
Total Hours	9

Administrative Policies:

1. UNIFI/General Education courses may be used to satisfy requirements for both the UNIFI program and the major, minor, and program emphases.
2. Departments offering a UNIFI/General Education course may preclude their major or minor students from taking that particular course to satisfy the requirements for UNIFI/General Education, the major, or the minor.
3. UNIFI/General Education requirements can be met through CLEP examinations, departmental examinations, and the Advanced Placement Program of the College Entrance Examination Board.
4. No UNIFI/General Education course may be taken for graduate credit.
5. No UNIFI/General Education course may have a prerequisite with the exception of demonstrated language or math proficiency for placement purposes.
6. All courses taken to meet UNIFI/General Education requirements must be taken for graded credit or taken as credit by examination as noted in #3 above.
7. An Associate of Arts (AA) or an Associate of Science (AS) degree from any accredited institution of higher education shall be accepted to meet all UNIFI/General Education program requirements.
8. The UNIFI/General Education requirements apply to all undergraduate degree programs.
9. Regents Articulation Agreement: The University of Northern Iowa, the College of Liberal Arts at the University of Iowa, and the College of Liberal Arts and Sciences at Iowa State University agree to accept fulfillment of general education at any one of them as equivalent to completion of general education requirements at another, with the following stipulations:

- a. This agreement does not apply to those students who transfer without having fully completed general education prior to transfer.
- b. Validation of fulfillment of general education requirements requires that a student transferring must have met the transfer requirements of the receiving institution with respect to semester hours and grade point average.
- c. When a foreign language proficiency is required, whether within or in addition to general education, a student may meet this requirement at either institution regardless of the institution whose general education requirements the student fulfills.
- d. General education validation is the responsibility of the student transferring and will be completed upon request to the Registrar of the institution from which the student is transferring.

Writing in the General Education/UNIFI and the Disciplines

At UNI, students are expected to write in the general education program, UNI Foundational Inquiry (UNIFI), as well as in each undergraduate major. Writing experience in both UNIFI and the undergraduate majors fosters learning, develops thinking, and introduces students to understanding writing as a process integral to critical inquiry in academic, professional, and personal contexts.

Students may satisfy UNIFI the writing requirement by academic credit earned in one of the following ways (or an equivalent):

- **ENGLISH 1005:** College Writing & Research
- **ENGLISH 2015:** Introduction to Writing Studies
- **ENGLISH 2120:** Critical Writing About Literature
- **PHIL 1050:** The Art of Critical Thinking and Writing
- **UNIV 1000 & UNIV 1010:** First-Year Cornerstone

Comparable writing instruction and practice may be available for qualified students in writing-enhanced sections of other UNIFI courses.

UNI is committed to helping students become competent writers for different purposes in various *settings*. Each department sets the writing requirements for its majors; because writing needs vary across disciplines, the requirements and conventions for writing differ across departments.

For students who do not meet the English admissions requirement, and for other students with limited writing experience, ENGLISH 1002 College Writing Basics provides instruction and practice designed to prepare students for success in courses that satisfy the UNIFI Writing requirement.

Cooperative programs

- The University of Northern Iowa offers prerequisite coursework for students planning to apply for the Bachelor of Science in Nursing degree at Allen College, Waterloo, IA or at other nursing programs. Allen College has a cooperative agreement with UNI for students admitted into the nursing program.
- Dual degree program in Nursing in cooperation with Allen College in Waterloo, IA. The first three-years of required coursework in sciences and liberal arts are completed at UNI. The student then

Undergraduate Degree Overview

will complete nursing courses through the accelerated program at Allen College. When finished, a student will have a Bachelor of Nursing from Allen College and either a bachelor's degree in Biology or in Individual Studies – Health Sciences.

- The University of Northern Iowa offers prerequisite coursework for students planning to apply for allied health programs at Allen College, Waterloo, IA in Diagnostic Medical Sonography and Medical Laboratory Science. In addition, Allen College has a cooperative agreement with UNI for students admitted into the radiography program.
- Dual degree program in Medical laboratory Sciences in cooperation with Allen College in Waterloo, IA. The first three-years of required coursework in sciences and liberal arts are completed at UNI. During the fourth year, medical technology courses are finished at Allen College. When finished, Allen College students will earn a bachelor's degree from UNI and a bachelor's degree of Health Sciences from Allen College.
- Dual degree program in chiropractic medicine with Logan College of Chiropractic, Chesterfield, MO; Palmer College of Chiropractic, Davenport, IA; Cleveland University – Chiropractic & Health Sciences, Overland Park KS; and Northwestern College of Chiropractic, Bloomington, MN. The first three-years of required coursework in liberal arts and sciences are completed at UNI. After one-year of satisfactory completion of chiropractic coursework at the cooperating institution, UNI will award a bachelor's degree in Biology. The student will then complete the three additional years of required chiropractic coursework to earn a Doctor of Chiropractic (DC) from the cooperating program.
- Dual degree program in podiatric medicine with Des Moines University (DMU) in Des Moines, IA. The first three-years of required coursework in liberal arts and sciences are completed at UNI. After one-year of satisfactory completion of coursework at DMU, UNI will award a bachelor's degree in Biology. The student will then complete the required podiatric coursework to earn a Doctor of Podiatric Medicine (DPM) at DMU.
- Dual degree program in chiropractic medicine with Palmer College of Chiropractic, Davenport, IA; Palmer College of Chiropractic, Port Orange, FL; and Cleveland University – Chiropractic & Health Sciences. The first three-years of required coursework in liberal arts and sciences are completed at UNI. The student will then complete the three and a half additional years of required chiropractic coursework to earn a Doctor of Chiropractic (DC) from the cooperating program. After one-year of satisfactory completion of chiropractic coursework at the cooperating institution, UNI will award a bachelor's degree in Kinesiology.
- Dual-degree program in physics and engineering in cooperation with Iowa State University (ISU). The first three years of coursework in general education and physics are completed at UNI. During the fourth and fifth years, engineering courses are completed at ISU. When finished, a student will have a bachelor's degree in Physics from UNI and bachelor's degree in Engineering from ISU.

Residence requirements for students in approved Cooperative Programs, which result in dual degrees, differ from non-Cooperative Programs. For Cooperative programs, students must earn a minimum of 32 credit hours from UNI with a minimum of 15 credit hours at the 3000/4000 level.

A student who expects to transfer to another institution should declare their special interest at the time of admission. The student will be assigned to an advisor who is familiar with the type of program being sought.

Before seeing their advisor for the first time, the student should secure a current copy of the catalog of the school to which the transfer is planned.

Teacher Education

Bachelor of Arts - Teaching Program

The minimum total hours to graduate with a B.A. Teaching degree is 120 hours. Majors requiring more than 120 semester hours to graduate are identified (see specific major requirements).

- Preparation for teaching in the secondary school or in special subjects.
- Preparation for teaching in the elementary school (kindergarten and grades 1-6).
- Preparation for teaching in early childhood education (birth through grade 3).

Explore the various teaching programs UNI offers, with requirements for these programs throughout the catalog.

Educator Essentials Requirements

All candidates selecting a Bachelor of Arts-Teaching program are required to complete the Educator Essentials requirements.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner		3
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		3
SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
Category 3: Education for All		3
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	

Category 4: The Classroom Environment		3
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
ECIE 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		3
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Program admission and completion may include requirements and evaluations/assessments prescribed by the major, the Teacher Education Program, the Iowa Board of Educational Examiners and/or the Iowa Department of Education. Changes resulting from decisions made by the Iowa Board of Educational Examiners and/or the Iowa Department of Education can occur at any time and be binding upon both current and incoming students.

Exit Requirements

To be recommended for teaching licensure in Iowa, a student who graduates from the UNI Teacher Education Program must satisfactorily complete all courses in the major and/or minor and the teacher education requirements, have an overall GPA of 2.50 and a cumulative UNI GPA of 2.50, demonstrate acceptable dispositions via the absence of any Teacher Education Referrals, complete High Risk Behaviors training, and pass additional exit requirements as prescribed by the major, the Teacher Education Program, the Iowa Board of Educational Examiners and/or the Iowa Department of Education.

Teacher Education

A student not meeting these requirements may graduate but will not receive recommendation for licensure.

Iowa law requires that all teacher education students pursuing endorsements in 102 K-6 Teacher Elementary Classroom, 1001 Birth-Grade 3 Inclusive Settings, 148 K-8 Reading, 260 K-8 Instructional Strategist I, or 103 PK-K Teacher Pre Kindergarten-Kindergarten must complete the Foundations of Reading test administered by Pearson.

If the student plans to teach in another state, the student will need to check with that state for any additional exit examination requirements and procedures.

Admission to the Teacher Education Program

To be admitted to the Teacher Education Program, a student must fulfill the following requirements prior to registration for Professional Experience courses:

1. declare a teaching major;
2. have at least a 2.50 cumulative GPA;
3. file an acceptable Application for Admission to Teacher Education;
4. completion of 10 clinical experience hours in a school. This requirement can be completed through TEACHING 2020 Introduction to Teaching: Exploring Options or the equivalent. Any questions on the fulfillment of this requirement should be directed to teachereducation@uni.edu;
5. demonstrate acceptable dispositions (absence of any Teacher Education Referral);
6. fulfill any additional requirements as prescribed by the Teacher Education Program, the Iowa Board of Educational Examiners, or the Iowa Department of Education.

All teacher education candidates are strongly encouraged to pursue additional opportunities for experience working with children and adolescents throughout their teacher education program through paid employment and/or volunteer activities.

Admission to the Program is not guaranteed to all who apply. Students may appeal the decision to deny admittance to the Teacher Education Program or the decision to place them on academic probation in the Teacher Education Program when the decision is based on extreme circumstances over which the student has no control. In such cases, the student should contact teachereducation@uni.edu to set up an appointment to begin the appeal process.

UNI Teacher Education majors are expected to keep an active email account, using their uni.edu address.

Information concerning fee payments for tests, registration procedures, and test dates are available by contacting:

CATS Office
151 Schindler Education Center (SEC)
teachereducation@uni.edu
319-273-2265

Professional Experiences

Student involvement in all clinical experiences in teacher education is vital to the preparation of the prospective teacher. Methods coursework that provides instruction on how to teach is equally important. These experiences are provided through specific Professional Experience courses that use an EDUC prefix and are taught by individual departments offering teaching majors. See major requirements for additional details.

All students must complete a background check through the CATS Office (319-273-2265; <https://teachered.uni.edu/>) prior to entering PK-12 school buildings to work with pupils. Teacher candidates will be issued a certificate indicating completion of this background check process that can be accessed in MyUNiverse.

Student Teaching

Student teaching is a period of guided teaching which is up to a full semester in length. During this time, the student assumes increasing responsibility for the teaching-learning activities in the classroom. The student receives twelve (12) semester hours of credit for student teaching, evaluated on a credit/no-credit grading basis.

One year in advance of the time a student plans to enroll in student teaching, the student will be invited to attend a Student Teaching Orientation during which the student will complete the necessary steps to apply to student teach and to receive a student teaching assignment. To be eligible for assignment to a student teaching placement, the student must have completed the following requirements:

1. FULL admission to the teacher education program;
2. a certificate in *High Risk Behaviors/Substance Abuse*;
3. a cumulative GPA of 2.50 or higher on work at all colleges and universities;
4. a UNI GPA of 2.50 or higher;
5. a 2.50 GPA in the appropriate academic department or department approval;
6. a grade of C (2.00) or higher in each Educator Essentials course;
7. completion of all professional experiences courses, besides student teaching, with a grade of C (2.00) or higher as well as other departmental requirements;
8. second background check within 6 months of starting student teaching;
9. demonstrate acceptable dispositions (absence of any Teacher Education Referral);
10. Health Education and Physical Education majors and minors are required to have current First Aid and CPR certification prior to student teaching.

The final student teacher placement is based upon fulfillment of all established requirements stated above, successful completion of EDUC Internship I and EDUC Internship II (and a minimum of 80-100 contact hours in PK-12 schools), no open Teacher Education Referrals, and availability of placement.

For the completion of any undergraduate curriculum the student must earn four (4) to twelve (12) semester hours of credit in student teaching at this university. Not more than twelve (12) hours of

credit in student teaching may be used toward the hours required for graduation.

Progressing Through the Teacher Education Program

This section provides an overview of practices that may delay a student from progressing through the Teacher Education Program in a timely fashion.

Four *Decision Points* are established to mark progression through the Teacher Education Program:

1. admission to the university,
2. admission to the Teacher Education Program,
3. admission to student teaching, and
4. recommendation for licensure.

Professional Education Faculty members, staff, and/or administrators may delay a student in moving through the Decision Points if a student demonstrates deficiencies in meeting course or Program Standards. Teacher Education Referrals may be filed by faculty, staff, and/or administrators, which can prevent a student from being recommended for licensure. Correcting the Teacher Education Referral may allow the student to move forward in the Program and be recommended for a teaching license.

Suspension from the Teacher Education Program

Any student who has one or more unresolved Teacher Education Referrals indicating significant deficiencies in meeting the standards for the UNI Teacher Education Program may be considered for suspension from the Program. Suspension from the Program is determined by the Teacher Candidate Professional Review Committee and is for a minimum of one calendar year. Only the most extreme circumstances would warrant consideration for re-admission before one calendar year has elapsed. At the time of suspension, students are informed of the conditions and procedures for re-admission to the Program. Students may appeal their suspension from the Teacher Education Program to the appropriate Teacher Education Senate. Should a student believe the Senate made a procedural error during the appeal process, the student may appeal to the Teacher Education Executive Council. Contact the CATS Office, 319-273-2265 for more information.

Emergency Suspension: Any student may be suspended *immediately* by the Associate Dean of Undergraduate Studies and Teacher Education for extreme, unforeseen circumstances such as endangerment of students, disruption of schools/classes, felonious behaviors, or ethical violations. Such suspensions will be referred to university officials and may become permanent.

Re-admission to the Teacher Education Program

Students wishing to be re-admitted to the Teacher Education Program should seek probationary re-admission. Contact the CATS Office, 319-273-2265 for more information.

The decision to re-admit students on a probationary status will be made by the Teacher Candidate Professional Review Committee. Conditions for probationary re-admission are determined on a case-

by-case basis by the Committee and in accordance with conditions determined at the time of suspension. Upon successful completion of the probationary period, the Teacher Candidate Professional Review Committee determines conditions for full re-admission.

Suspension for a second time is considered permanent. Only the most extreme circumstances would warrant consideration for re-admission a second time. Consideration of readmission following a second suspension from the teacher education program is determined by the Teacher Education Executive Council.

Teacher Licensure

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

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

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

This university may recommend for licensure those graduates of other colleges or universities who complete the requirements of a Teacher Education program at UNI.

Program completion may include evaluations/assessments prescribed by the major, the Teacher Education Program, the Iowa Board of Educational Examiners, and/or the Iowa Department of Education.

For additional information, contact:

Office of the Registrar
University of Northern Iowa
Cedar Falls, IA 50614-0006

Students will need to work directly with the Iowa Board of Educational Examiners (BOEE) for an evaluation, sending transcripts, and recommendation for any endorsement where UNI does not offer an approved program in this catalog for.

Board of Educational Examiners
Grimes State Office Building
400 E. 14th St.
Des Moines, Iowa 50319-0147
Website: www.boee.iowa.gov

Teacher Education

Hours of Credit Needed to Renew or Reinstatement a License

Renewal and reinstatement requirements are established by the Iowa Board of Educational Examiners and are subject to change by that body at any time. Information concerning the renewal or reinstatement requirements may be obtained from the:

Board of Educational Examiners
Grimes State Office Building
400 E. 14th St.
Des Moines, Iowa 50319-0147
Website: www.boee.iowa.gov

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- TESOL/Spanish

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Regents Alternative Pathway to Iowa Licensure (RAPIL)

(Regents Collaborative Program)

<https://iowateacherintern.org/>

The Regents Alternative Pathway to Iowa Licensure (RAPIL) is designed to bring quality teacher preparation to eligible adult learners holding a baccalaureate degree and who have life and professional experiences to bring to today's secondary students.

All three of the Regent institutions have successful, state-approved teacher education programs for traditional students. This collaborative program allows each institution to contribute essential, unique resources to an alternative pathway for adult learners. Intern candidates learn synchronously in both online and face-to-face environments outside of the typical on-campus, day-class format.

Candidates who successfully complete this state-approved preparation program will be recommended by RAPIL for an Iowa Initial teaching license, to be approved by the Iowa Board of Educational Examiners.

Applicants who are approved for admission to the program will take the courses listed below through Continuing Education at the University of Iowa. For application information: www.iowateacherintern.org

Course Synopsis

Fall Semester - Year 1

EDTL 3059: Introduction to Education and the Regents Alternative Pathway to Iowa Licensure Program (4 credits)

- 3 semester hours: an introduction to and foundation for the role of a professional educator, develop and understanding of the Iowa Teaching Standards
- 1 semester hour: classroom observation hours

EDTL 3060: Learning and Instruction for Today's Classrooms (3 credits)

Prerequisite: EDTL 3059

- 3 semester hours: focus on today's schools, demands of planning, and the requirements of today's teachers

EDTL 3067: Clinical Field Experience (3 credits)

Prerequisite: EDTL 3059

Corequisite: EDTL 3060

- 3 semester hours: 30 of 60 required field experience hours [281-77.10(9)]. Candidates will co-teach under the supervision of a cooperating teacher in a secondary classroom, and plan and teach a series of lessons observed by an evaluator.

Spring Semester - Year 1

EDTL 3061: Assessment for Learning (3 credits)

Prerequisite: EDTL 3060

- 3 semester hours: focus on assessment (literacy, data analysis, instructional decision-making), use of technology in the classroom, and diverse learners.

EDTL 3065: Methods in Teaching in the Secondary Classroom (3 credits)

Prerequisite: EDTL 3061

- 3 semester hours: focus on research and reflection on current educational issues while building on knowledge and understanding of exemplary educational practice.

EDTL 3068: Clinical Field Experience (3 credits)

Prerequisite: EDTL 3067

Corequisite: EDTL 3061

- 3 semester hours: 30 of 60 required field experience hours [281-77.10(9)]. Candidates will co-teach under the supervision of a

cooperating teacher in a secondary classroom, and plan and teach a series of lessons observed by an evaluator.

Summer Term - Year 1

EDTL 3063: Creating Classrooms Conducive to Teaching and Learning (3 credits)

Prerequisite: EDTL 3065

- 3 semester hours: focus on research-based principles, concepts, and developmentally appropriate practices for creating productive learning environments; home/school communication and parent partnerships; and reflective practice.

Fall Semester - Year 2

EDTL 3064: Intern Seminar on Critical Issues in Education I (3 credits)

Prerequisite: EDTL 3063

- 3 semester hours: focus on research and reflection on current educational issues while building on knowledge and understanding of exemplary educational practice.
- Serve as teacher intern in Iowa secondary school for one academic year and receive a salary and benefits commensurate with that position.

Spring Semester - Year 2

EDTL 3064: Intern Seminar on Critical Issues in Education II (3 credits)

Prerequisite: EDTL 3063

- 3 semester hours: focus on research and reflection on current educational issues while building on knowledge and understanding of exemplary educational practice.
- Serve as teacher intern in Iowa secondary school for one academic year and receive a salary and benefits commensurate with that position.

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Majors

Accounting B.A.

Accounting Major

The Accounting B.A. major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Business Core		
Business Administration, Interdepartmental:		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
BUSINESS 2000	Business Professionals in Training	0
Accounting:		
ACCT 2120	Principles of Financial Accounting	3
ACCT 2130	Principles of Managerial Accounting	3
Marketing:		
MKTG 2110	Principles of Marketing	3
Management:		
MGMT 2080	Introduction to Information Systems	3
MGMT 3100	Legal and Social Environment of Business	3
or ACCT 3075	Legal and Ethical Concepts for Accountants	
MGMT 3154	Operations Management	3
MGMT 3965/5965	Organizational Behavior	3
MGMT 4175	Strategic Management	3
Finance:		
FIN 3130	Corporate Finance	3

Economics:		
ECON 1011	Statistics for Business Analytics	3
ECON 2090	Decision Analytics	3
ECON 1041	Principles of Macroeconomics	3
ECON 1051	Principles of Microeconomics	3
Mathematics:		
STAT 1772	Introduction to Statistical Methods	3
Required		
Accounting:		
ACCT 3120	Intermediate Accounting I	3
ACCT 3122	Intermediate Accounting II	3
ACCT 3130	Cost Accounting and Analysis	3
ACCT 3140	Accounting Information Systems and Analytics	3
ACCT 4150	Income Tax	3
ACCT 4160	Auditing	3
Total Hours		60

While Accounting majors are not required to take accounting electives, the following electives are offered:

ACCT 4025/5025	Advanced Accounting	3
ACCT 4052	Advanced Income Tax	3
ACCT 4065/5065	Fraud Analytics	3
ACCT 4070/5070	Government and Not-for-Profit Accounting	3
ACCT 4162/5162	Advanced Auditing	3

Four-Year Plan

Accounting (CPA Track), B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3
STAT 1772	Introduction to Statistical Methods (also satisfies LAC 1C)	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ECON 1051	Principles of Microeconomics	3
ECON 1011	Statistics for Business Analytics (or ECON 1021 Decision Analytics)	3
UNIFI/General Education or University Electives		10
Hours		16

Undergraduate Majors, Minors, and Certificates

Sophomore		
Fall		
BUSINESS 2000	Business Professionals in Training	0
MGMT 2080	Introduction to Information Systems	3
ACCT 2120	Principles of Financial Accounting	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ACCT 2130	Principles of Managerial Accounting	3
ECON 2090	Decision Analytics(or ECON 1011 Statistics for Business Analytics)	3
MKTG 2110	Principles of Marketing	3
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
ACCT 3075	Legal and Ethical Concepts for Accountants	3
ACCT 3120	Intermediate Accounting I	3
ACCT 3130	Cost Accounting and Analysis	3
MGMT 3965/5965	Organizational Behavior	3
FIN 3130	Corporate Finance	3
Hours		15
Spring		
ACCT 3122	Intermediate Accounting II	3
ACCT 3140	Accounting Information Systems and Analytics	3
ACCT 4150	Income Tax	3
MGMT 3154	Operations Management	3
BUSINESS 3000	Intermediate Professional Skills: (topic)	0
UNIFI/General Education or University Electives (or ACCT 3055 VITA: Individual Income Tax Preparation)		2
Hours		14
Senior		
Fall		
MGMT 4175	Strategic Management	3
ACCT 4070/5070	Government and Not-for-Profit Accounting	3
ACCT 4160	Auditing	3
ACCT 4025/5025	Advanced Accounting	3
UNIFI/General Education or University Electives		3
Hours		15
Spring		
ACCT 4052	Advanced Income Tax	3
CPA Review Courses		9
UNIFI/General Education or University Electives		3
Hours		15
Total Hours		120

Accounting (Non-CPA Track), B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
ENGLISH 1005	College Writing and Research	3
ECON 1041	Principles of Macroeconomics	3
BUSINESS 1000	Introductory Seminar for Business Professionals	0
STAT 1772	Introduction to Statistical Methods (also satisfies LAC 1C)	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ECON 1051	Principles of Microeconomics	3
ECON 1011	Statistics for Business Analytics (or ECON 1021 Decision Analytics)	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
ACCT 2120	Principles of Financial Accounting	3
MGMT 2080	Introduction to Information Systems	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
BUSINESS 2000	Business Professionals in Training	0
ACCT 2130	Principles of Managerial Accounting	3
ECON 2090	Decision Analytics (or ECON 1011 Statistics for Business Analytics)	3
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
ACCT 3120	Intermediate Accounting I	3
ACCT 3130	Cost Accounting and Analysis	3
CBA core requirements		6
Non-Business elective		3
Hours		15
Spring		
ACCT 3122	Intermediate Accounting II	3
ACCT 3140	Accounting Information Systems and Analytics	3
CBA core requirements		6
UNIFI/General Education or University Electives		3
Hours		15
Senior		
Fall		
ACCT 4150	Income Tax	3
ACCT 4160	Auditing	3
CBA Core requirement		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
MGMT 4175	Strategic Management	3

Undergraduate Majors, Minors, and Certificates

UNIFI/General Education or University Electives	12
Hours	15
Total Hours	120

Learning Outcomes

Accounting (Non-CPA Track), B.A.

Objective 1: Students will demonstrate disciplinary content knowledge

1.1 Learners will demonstrate broad knowledge of the business disciplines

1.2 Learners will demonstrate knowledge of financial accounting, managerial/cost accounting, auditing, tax, and accounting information systems

1.3 Learners will demonstrate an understanding of recording, processing, summarizing, and reporting information relevant to the users of accounting information

Objective 2: Students will use quantitative skills to aid business decision making

2.1 Learners will display a broad set of quantitative skills as applied to business decision making across a wide range of business disciplines

2.2 Learners can compute and explain basic descriptive statistics

2.3 Learners will demonstrate an ability to analyze and interpret data and communicate the results

2.4 Learners can use algebra to solve problems

Objective 3: Students will display communication skills

3.1 Learners will demonstrate strong written communication skills as required for a business major

3.2 Learners will demonstrate professional writing in a clear and concise manner

3.3 Learners will demonstrate effective oral communication skills

Objective 4: Students will be able to apply critical thinking skills

4.1 Learners will apply basic critical thinking skills as expected for all business majors

4.2 Learners will be able to construct a conclusion, or solution, following from appropriate reasoning and evaluation of evidence

Objective 5: Students will understand the work value expectations of contemporary organizations

5.1 Learners will identify ethical components in business situations

5.2 Learners will demonstrate an understanding of ethical business practices and recognize the potential consequences of unethical business practices

Objective 6: Graduates should competently use current technology

6.1 Learners will demonstrate competent usage of current technology

Accounting (CPA Track), B.A.

BA in Business Common Core

Objective 1: Students will demonstrate disciplinary content knowledge

1.1 Learners will demonstrate broad knowledge of the business disciplines

1.2 Learners will demonstrate knowledge of financial accounting, managerial/cost accounting, auditing, tax, and accounting information systems

1.3 Learners will demonstrate an understanding of recording, processing, summarizing, and reporting information relevant to the users of accounting information

Objective 2: Students will use quantitative skills to aid business decision making

2.1 Learners will display a broad set of quantitative skills as applied to business decision making across a wide range of business disciplines

2.2 Learners can compute and explain basic descriptive statistics

2.3 Learners will demonstrate an ability to analyze and interpret data and communicate the results

2.4 Learners can use algebra to solve problems

Objective 3: Students will display communication skills

3.1 Learners will demonstrate strong written communication skills as required for a business major

3.2 Learners will demonstrate professional writing in a clear and concise manner

3.3 Learners will demonstrate effective oral communication skills

Objective 4: Students will be able to apply critical thinking skills

4.1 Learners will apply basic critical thinking skills as expected for all business majors

4.2 Learners will be able to construct a conclusion, or solution, following from appropriate reasoning and evaluation of evidence

Objective 5: Students will understand the work value expectations of contemporary organizations

5.1 Learners will identify ethical components in business situations

5.2 Learners will demonstrate an understanding of ethical business practices and recognize the potential consequences of unethical business practices

Objective 6: Graduates should competently use current technology

6.1 Learners will demonstrate competent usage of current technology

Policies

Undergraduate note: A copy of the Wilson College policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>. Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Accounting majors *may* declare a double major, and/or major and minor within the Wilson College of Business subject to regulations imposed by those Wilson College of Business departments affected. Accounting majors minoring within the Wilson College of Business must select minors designated for business majors.

All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits of the major coursework must be upper division (3000-4000 level courses). All upper-level (3000-4000) Accounting major-specific courses must be taken at UNI unless approved by the Accounting Department. A student must earn a 2.20 cumulative grade point average at UNI and earn an overall 2.20 grade point average in business designated courses taken at UNI, and earn a grade of C- or better in the following courses:

ACCT 3120	Intermediate Accounting I	3
ACCT 3122	Intermediate Accounting II	3
ACCT 3130	Cost Accounting and Analysis	3
ACCT 3140	Accounting Information Systems and Analytics	3
ACCT 4150	Income Tax	3
ACCT 4160	Auditing	3

Students who want to write the Uniform CPA Examination in Iowa should secure current requirements from the Iowa Accountancy Examining Board in order to plan their program of study so that all requirements are met. Students who want to write the Uniform CPA Examination in other states should secure the same information from the applicable state board of accountancy.

Students may repeat Accounting courses with the exception that subsequent to successfully completing a 3000/4000-level Accounting course, they may not repeat Principles of Financial Accounting (ACCT 2120) or Principles of Managerial Accounting (ACCT 2130).

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These exceptions include major combinations which allow two double-counted courses:

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Accounting Department may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or a second Wilson College of Business major is based on competitive GPA and space availability.

Art Studio: B.F.A.

Art Studio B.F.A. Major

The Art: Studio B.F.A. major requires a minimum of 122 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements.

The BFA is the pre-professional degree for art students. It prepares the student for graduate school (MFA), and culminates in an exhibition in the Gallery of Art. Admission to the BFA program is through departmental application only after completing at least the second level in a medium emphasis area. For more information, visit <https://chas.uni.edu/art>.

Foundations Sequence

ART 1011	Drawing I	3
ART 1022	Drawing II	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3

Studio Distribution *

Group 1: 2-D studio distribution (select two of the following)

ART 2030	Graphic Design I
ART 2050	Painting I
ART 2061	Animation, Video, and Sound Art
ART 2070	Creative Photography I: Digital Photography
ART 2080	Printmaking I: Strategies

Group 2: 3-D studio distribution (select two of the following)

ART 2020	Ceramics I
ART 2060	Performance Art I
ART 2090	Sculpture I
ART 3037	Book Arts

Studio Distribution plus: choose one course from the following:

ART 3020	Ceramics II
ART 3030	Graphic Design II
ART 3050	Painting II
ART 3060	Performance Art II
ART 3070	Creative Photography II
ART 3080	Printmaking II: Applications
ART 3090	Sculpture II

History of Art Distribution

Undergraduate Majors, Minors, and Certificates

Choose any three 4000-level ARTHIST courses.

B.F.A. courses		
B.F.A. portfolio admission review		
ART 4010/5010	Professional Practices	3
ART 4300/5300	Seminar: Critical Issues in Contemporary Art	3
ART 4400	B.F.A. Exhibition	0
Studio Concentration		15
Five courses in any one of the following studio areas: ceramics, drawing (excluding Drawing I and Drawing II), graphic design, painting, performance art, photography, printmaking, or sculpture. May include ART 3179 cooperative experience.		
ART 4111	B.F.A. Project I	3
ART 4222	B.F.A. Project II	3
Art Electives **		9
Total Hours		78

* All studio distribution courses must be taken outside the student's studio concentration.

**Courses chosen from studio, art history, or art education. Courses used in other categories cannot count toward these hours.

The B.F.A. Exhibition ART 4400 serves as the exit requirement for this degree program.

Four-Year Plan

Art: Studio, B.F.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts (or ART 1333 Three-Dimensional Concepts)	3
ARTHIST 1111	Survey of Art History I (or ARTHIST 1222 Survey of Art History II)	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ART 1022	Drawing II	3
ART 1333	Three-Dimensional Concepts (or ART 1222 Two-Dimensional Concepts)	3
ARTHIST 1222	Survey of Art History II (or ARTHIST 1111 Survey of Art History I)	3
UNIFI/General Education or University Electives		6
Hours		15

Sophomore

Fall		
Studio Distribution Group 1		
		3
Studio Concentration Course I		
		3
Studio Distribution Group 2		
		3
UNIFI/General Education or University Electives		6
Hours		15

Spring		
Studio Distribution Group 1		
		3
Studio Concentration Course II		
		3
Studio Distribution Group 2		
		3
UNIFI/General Education or University Electives		6
Hours		15

Junior		
Fall		
Studio Distribution Plus		
		3
Any 4000-Level ARTHIST Course		
		3
Studio Concentration III		
		3
UNIFI/General Education or University Electives		6
Hours		15

Spring		
ART 4000	Undergraduate Studio	3
ART 4300/5300	Seminar: Critical Issues in Contemporary Art	3
Any 4000-Level ARTHIST Course		3
UNIFI/General Education or University Electives		6
Hours		15

Senior		
Fall		
ART 4000	Undergraduate Studio	3
ART 4111	B.F.A. Project I	3
Any 4000-Level ARTHIST Course		3
Art Elective		3
UNIFI/General Education or University Electives		3
Hours		15

Spring		
ART 4222	B.F.A. Project II	3
ART 4400	B.F.A. Exhibition	0
Professional Practices		3
Art Electives		6
UNIFI/General Education or University Electives		5
Hours		17
Total Hours		122

Learning Outcomes

Art: Studio, B.F.A.

- **Goal 1** (ULOS: content and visual communication): Students will demonstrate the skills, concepts, and sensitivities fundamental to the creation of and communication about visual art.
 - **Outcome 1.** Students will be able to apply basic studio concepts in their work by demonstrating craft, invention, and impact where appropriate.
- **Goal 2** (ULOs: written communication, content, and critical thinking). Students will be able to demonstrate basic knowledge of art history and relate and compare works (their own, other artists).
 - **Outcome 2.** Students will be able to apply methods of historical and critical analysis to the study of works of art.
- **Goal 3.** (ULOs: written communication and critical thinking) Students will understand and communicate the role of art within a wider context.

- **Outcome 3.** Students will be able to communicate effectively about art within a wider context.
- **Goal 4.** Students will be able to demonstrate depth of knowledge and skill in the selected area of emphasis and demonstrate professional practices in the visual arts.
 - **Outcome 4.** (ULO: content): BFA Students will demonstrate medium-specific facility and intentionality in a professionally-mounted final exhibition supported by a written statement.

Policies

Major programs are offered by the Department of Art and Graphic Design in two baccalaureate degree areas, the Bachelor of Arts and the Bachelor of Fine Arts. The Bachelor of Arts degree is a liberal arts program offered in Graphic Design or Art with three emphasis options: studio, art history or art education (teaching). The Bachelor of Fine Arts degree is a professional program with an intensive studio emphasis.

It is possible for students to earn both the B.F.A. degree along with the B.A. in Art-Art History emphasis or the B.A. in Art Education-Teaching. However, a double major in Art-Studio Emphasis and Graphic Design is not possible. Likewise, it is not possible to earn both the B.F.A. and a B.A. in either Art-Studio Emphasis or Graphic Design.

No grade of less than C- shall satisfy any art major or minor degree requirement whether taken at UNI or transferred from another institution. For all studio courses in the Department of Art and Graphic Design programs the ratio of student work hours to credit hours is 3:1. Therefore, additional work is required outside the regular class meeting times.

Courses in the Department of Art and Graphic Design require specialized materials, some of which are provided through art lab fees.

Foundations Sequence

The Foundations Sequence is a one-year program required for all art majors and art minors. Introductory courses are offered that will provide an intense exploration of basic art concepts and skills as preparation for specialized and advanced areas of study.

Art majors take the 18 hours of introductory courses in the first year of study. The Foundations Sequence is prerequisite to all studio and art history courses. Generally, students enroll in Drawing I, 2-D Concepts, and Survey of Art History I during the first semester and Drawing II, 3-D Concepts, and Survey of Art History II the second semester.

The Foundations Sequence is a prerequisite for introductory level courses taken only by Art majors and minors.

Foundations Sequence for majors:

ART 1011	Drawing I	3
ART 1022	Drawing II	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Total Hours		18

Foundations Sequence for Art Studio minors:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
or ARTHIST 1222	Survey of Art History II	
Total Hours		12

Foundations Sequence for Art History minors:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
or ART 1333	Three-Dimensional Concepts	
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Total Hours		12

Bachelor of Fine Arts Degree

A B.F.A. portfolio admission review is required of all students seeking admission to the B.F.A. degree program. To qualify for the review students must:

1. have a minimum cumulative GPA in Art of 3.00, and an overall cumulative GPA of 2.75,
2. complete the Foundations Sequence,
3. have completed or be completing in the semester of application 6 hours of studio distribution,
4. be enrolled in or have completed a second semester in the selected area of Studio Concentration (students electing a drawing concentration must be enrolled in or have completed a third semester of drawing beyond Drawing II),
5. complete the B.F.A. Admission Application, and
6. submit a portfolio of art work for review. Students may reapply for admission to the B.F.A. program.

Art: Art History B.A.

Art: Art History Major

The B.A. Art-Art History major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Art History majors can work in museums, teach, curate private collections, go to law school, or apply their visual, written, and verbal skills in any variety of positions. For more information, visit <https://chas.uni.edu/art>.

Foundations Sequence

ART 1011	Drawing I	3
ART 1022	Drawing II	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3

Undergraduate Majors, Minors, and Certificates

ARTHIST 1222	Survey of Art History II	3
Studio Distribution		6

Group 1: 2-D studio distribution (select one of the following)

ART 2030	Graphic Design I
ART 2050	Painting I
ART 2061	Animation, Video, and Sound Art
ART 2070	Creative Photography I: Digital Photography
ART 2080	Printmaking I: Strategies

Group 2: 3-D studio distribution (select one of the following)

ART 2020	Ceramics I
ART 2060	Performance Art I
ART 2090	Sculpture I
ART 3037	Book Arts

Choose any 7 of the following 4000-level Art History courses **21**

ARTHIST 4002/5002	Ancient Near Eastern Art
ARTHIST 4010/5010	Ancient Egyptian Art
ARTHIST 4020/5020	Ancient Greek Art
ARTHIST 4030/5030	Ancient Roman Art
ARTHIST 4040/5040	Medieval Art
ARTHIST 4300/5300	Italian Renaissance Art
ARTHIST 4302/5302	Northern Renaissance Art
ARTHIST 4310/5310	17th and 18th Century Art
ARTHIST 4320/5320	19th Century Western Art
ARTHIST 4330/5330	American Art
ARTHIST 4350/5350	Early 20th Century Art
ARTHIST 4362/5362	Late 20th Century and Contemporary Art
ARTHIST 4608/5608	Arts of Africa
ARTHIST 4322/5322	History of Photography
ARTHIST 4340/5340	History of Design
ARTHIST 4352/5352	History of Performance Art
ARTHIST 4900/5900	Myth and Narrative in Art
ARTHIST 4950/5950	Race and Representation in Art
Any ARTHIST 4159	

Choose Either ARTHIST 4000/5000 OR ARTHIST 4999/5999 **3**

ARTHIST 4000/5000	Research Methods and Writing in Art History
ARTHIST 4999/5999	Art History Seminar

Total Hours **48**

Four-Year Plan

Art: History Emphasis, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester

schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts (or ART 1333 Three-Dimensional Concepts)	3
ARTHIST 1111	Survey of Art History I (or ARTHIST 1222 Survey of Art History II)	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ART 1022	Drawing II	3
ART 1333	Three-Dimensional Concepts (or ART 1222 Two-Dimensional Concepts)	3
ARTHIST 1222	Survey of Art History II (or ARTHIST 1111 Survey of Art History I)	3
UNIFI/General Education or University Electives		6
Hours		15
Sophomore		
Fall		
Studio Distribution Group 1		3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
Studio Distribution Group 2		3
UNIFI/General Education or University Electives		12
Hours		15
Junior		
Fall		
Art History		3
ARTHIST 4000/5000	Research Methods and Writing in Art History	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
Art History		3
Art History		3
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
Art History Elective		3
Art History Concentration Course I		3
Art History Concentration Course II		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
Art History Concentration Course III		3
Art History Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

Learning Outcomes

Art: Art History, B.A.

- **Goal 1** (ULOS: content and visual communication): Students will demonstrate the skills, concepts, and sensitivities fundamental to the creation of and communication about visual art.
 - **Outcome 1.** Students will be able to apply basic studio concepts in their work by demonstrating craft, invention, and impact where appropriate.
- **Goal 2** (ULOs: written communication, content, and critical thinking). Students will be able to demonstrate basic knowledge of art history and relate and compare works (their own, other artists).
 - **Outcome 2.** Students will be able to apply methods of historical and critical analysis to the study of works of art.
- **Goal 3** (ULOs: written communication and critical thinking) Students will understand and communicate the role of art within a wider context.
 - **Outcome 3.** Students will be able to communicate effectively about art within a wider context.
- **Goal 4** Students will be able to demonstrate depth of knowledge and skill in the selected area of emphasis.
 - **Outcome 4.** Art History emphasis (ULOs: content and communication): Students will demonstrate advanced knowledge of art historical methods and writing standards.

Policies

Major programs are offered by the Department of Art and Graphic Design in two baccalaureate degree areas, the Bachelor of Arts and the Bachelor of Fine Arts. The Bachelor of Arts degree is a liberal arts program offered in Graphic Design or Art with three emphasis options: studio, art history or art education (teaching). The Bachelor of Fine Arts degree is a professional program with an intensive studio emphasis.

It is possible for students to earn both the B.F.A. degree along with the B.A. in Art-Art History emphasis or the B.A. in Art Education-Teaching. However, a double major in Art-Studio Emphasis and Graphic Design is not possible. Likewise, it is not possible to earn both the B.F.A. and a B.A. in either Art-Studio Emphasis or Graphic Design.

No grade of less than C- shall satisfy any art major or minor degree requirement whether taken at UNI or transferred from another institution. For all studio courses in the Department of Art and Graphic Design programs the ratio of student work hours to credit hours is 3:1. Therefore, additional work is required outside the regular class meeting times.

Courses in the Department of Art and Graphic Design require specialized materials, some of which are provided through art lab fees.

Foundations Sequence

The Foundations Sequence is a one-year program required for all art majors and art minors. Introductory courses are offered that will provide an intense exploration of basic art concepts and skills as preparation for specialized and advanced areas of study.

Art majors take the 18 hours of introductory courses in the first year of study. The Foundations Sequence is prerequisite to all studio and art history courses. Generally, students enroll in Drawing I, 2-D Concepts,

and Survey of Art History I during the first semester and Drawing II, 3-D Concepts, and Survey of Art History II the second semester.

The Foundations Sequence is a prerequisite for introductory level courses taken only by Art majors and minors.

Foundations Sequence for majors:

ART 1011	Drawing I	3
ART 1022	Drawing II	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Total Hours		18

Foundations Sequence for Art Studio minors:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
or ARTHIST 1222	Survey of Art History II	
Total Hours		12

Foundations Sequence for Art History minors:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
or ART 1333	Three-Dimensional Concepts	
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Total Hours		12

Art: Studio B.A.

Art: Studio Major

The B.A. Art-Studio major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Art: Studio majors get to choose an emphasis in media such as printmaking, photography, painting, drawing, performance, sculpture, or ceramics. Studio majors can pursue any number of careers, including museum preparators, non-profit leadership, sign production, animation, illustration, and more. For more information, visit <https://chas.uni.edu/art>.

Foundations Sequence

ART 1011	Drawing I	3
ART 1022	Drawing II	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3

Undergraduate Majors, Minors, and Certificates

Studio Distribution * 6

Group 1: 2-D studio distribution (select one of the following)

ART 2030	Graphic Design I
ART 2050	Painting I
ART 2061	Animation, Video, and Sound Art
ART 2070	Creative Photography I: Digital Photography
ART 2080	Printmaking I: Strategies

Group 2: 3-D studio distribution (select one of the following)

ART 2020	Ceramics I
ART 2060	Performance Art I
ART 2090	Sculpture I
ART 3037	Book Arts

Studio distribution plus choose one course from the following 3

ART 3020	Ceramics II
ART 3030	Graphic Design II
ART 3050	Painting II
ART 3060	Performance Art II
ART 3070	Creative Photography II
ART 3080	Printmaking II: Applications
ART 3090	Sculpture II

Art History Distribution 6

Choose two courses from any 4000-level ARTHIST courses

Studio Concentration ** 12

Studio Electives 3

Total Hours 48

* All studio distribution requirements must be taken outside the student's area of concentration.

**12 hours in any one of the following areas: ceramics, drawing (excluding Drawing I and Drawing II), painting, performance art, photography, printmaking, or sculpture.

Studio courses used to fulfill the studio distribution requirement cannot be used to fulfill requirements in the studio concentration.

Four-Year Plan

Art: Studio Emphasis, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts (or ART 1333 Three-Dimensional Concepts)	3

ARTHIST 1111	Survey of Art History I (or ARTHIST 1222 Survey of Art History II)	3

UNIFI		6

Hours 15

Spring

ART 1022	Drawing II	3

ART 1333	Three-Dimensional Concepts (or ART 1222 Two-Dimensional Concepts)	3

ARTHIST 1222	Survey of Art History II (or ARTHIST 1111 Survey of Art History I)	3

UNIFI		6

Hours 15

Sophomore

Fall

Studio Distribution Group 1		3

UNIFI		6

University Elective		6

Hours 15

Spring

Studio Distribution Group 2		3

UNIFI		6

University Electives		6

Hours 15

Junior

Fall

Studio Distribution Plus		3

Studio Concentration I		3

UNIFI		6

University Elective		3

Hours 15

Spring

Any 4000-Level ARTHIST Course		3

Studio Concentration II		3

UNIFI		6

University Elective		3

Hours 15

Senior

Fall

Art Elective		3

Any 4000-Level ARTHIST Course		3

Studio Concentration III		3

UNIFI		1

University Elective		5

Hours 15

Spring

ART 4000	Undergraduate Studio	3

University Electives		12

Hours 15

Total Hours 120

Learning Outcomes

Art: Studio, B.A.

- **Goal 1** (ULOS: content and visual communication): Students will demonstrate the skills, concepts, and sensitivities fundamental to the creation of and communication about visual art.
 - **Outcome 1.** Students will be able to apply basic studio concepts in their work by demonstrating craft, invention, and impact where appropriate.

- **Goal 2** (ULOs: written communication, content, and critical thinking). Students will be able to demonstrate basic knowledge of art history and relate and compare works (their own, other artists).
 - **Outcome 2.** Students will be able to apply methods of historical and critical analysis to the study of works of art.
- **Goal 3** (ULOs: written communication and critical thinking) Students will understand and communicate the role of art within a wider context.
 - **Outcome 3.** Students will be able to communicate effectively about art within a wider context.
- **Goal 4** Students will be able to demonstrate depth of knowledge and skill in the selected area of emphasis.
 - **Outcome 4.** Studio emphasis (ULO: content): Students will demonstrate medium-specific facility and intentionality in written explanation of chosen medium.

Policies

Major programs are offered by the Department of Art and Graphic Design in two baccalaureate degree areas, the Bachelor of Arts and the Bachelor of Fine Arts. The Bachelor of Arts degree is a liberal arts program offered in Graphic Design or Art with three emphasis options: studio, art history or art education (teaching). The Bachelor of Fine Arts degree is a professional program with an intensive studio emphasis.

It is possible for students to earn both the B.F.A. degree along with the B.A. in Art-Art History emphasis or the B.A. in Art Education-Teaching. However, a double major in Art-Studio Emphasis and Graphic Design is not possible. Likewise, it is not possible to earn both the B.F.A. and a B.A. in either Art-Studio Emphasis or Graphic Design.

No grade of less than C- shall satisfy any art major or minor degree requirement whether taken at UNI or transferred from another institution. For all studio courses in the Department of Art and Graphic Design programs the ratio of student work hours to credit hours is 3:1. Therefore, additional work is required outside the regular class meeting times.

Courses in the Department of Art and Graphic Design require specialized materials, some of which are provided through art lab fees.

Foundations Sequence

The Foundations Sequence is a one-year program required for all art majors and art minors. Introductory courses are offered that will provide an intense exploration of basic art concepts and skills as preparation for specialized and advanced areas of study.

Art majors take the 18 hours of introductory courses in the first year of study. The Foundations Sequence is prerequisite to all studio and art history courses. Generally, students enroll in Drawing I, 2-D Concepts, and Survey of Art History I during the first semester and Drawing II, 3-D Concepts, and Survey of Art History II the second semester.

The Foundations Sequence is a prerequisite for introductory level courses taken only by Art majors and minors.

Foundations Sequence for majors:

ART 1011	Drawing I	3
ART 1022	Drawing II	3

ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Total Hours		18

Foundations Sequence for Art Studio minors:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
or ARTHIST 1222	Survey of Art History II	
Total Hours		12

Foundations Sequence for Art History minors:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
or ART 1333	Three-Dimensional Concepts	
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Total Hours		12

Art Education - Teaching B.A. Art Education - Teaching Major

The Art Education - Teaching major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

This program leads to endorsement #113 K-8 Art and #114 5-12 Art.

For more information, visit <https://chas.uni.edu/art>.

Foundations Sequence

ART 1011	Drawing I	3
ART 1022	Drawing II	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3

Studio Distribution

Group 1: 2-D studio distribution (select two of the following)

ART 2030	Graphic Design I
ART 2050	Painting I
ART 2061	Animation, Video, and Sound Art
ART 2070	Creative Photography I: Digital Photography
ART 2080	Printmaking I: Strategies

Undergraduate Majors, Minors, and Certificates

Group 2: 3-D studio distribution (select two of the following)

ART 2020	Ceramics I
ART 2060	Performance Art I
ART 2090	Sculpture I
ART 3037	Book Arts

Art History Distribution 6

choose two courses from any 4000-level ARTHIST courses

Professional Methods Courses *

ARTED 2600	The Responsive Art Educator **	3

ARTED 4500	Contemporary Themes in Art Education	3

Art Concentration *** 6

Total Hours 48

* A grade of C (2.00) or higher is required for all Methods courses.

**Completion of ARTED 2600 will satisfy Educator Essential Category 4 The Classroom Environment.

***Courses used to fulfill the Art concentration may not be used to fulfill other requirements in this degree.

Art Education majors must choose an area of concentration in either Studio or Art History. An Art History concentration consists of two 4000-level ARTHIST courses not used to fulfill the art history distribution requirement. A concentration in Studio consists of two 3000 level in a single area (ceramics, drawing, graphic design, painting, performance art, photography, printmaking or sculpture) not used to fulfill the studio distribution or foundations sequence requirement.

Professional Experiences

Required:

EDUC 2314	Teaching Methods I: Elementary Art *	3
EDUC 2414	Teaching Internship I: Elementary Art	3
EDUC 3514/5514	Teaching Methods II: Secondary Art *	3
EDUC 3614/5614	Teaching Internship II: Secondary Art	3
EDUC 4140	Special Area Teaching: Art, ESL, Music, and Physical Education	12

Total Hours 24

* A grade of C (2.00) or higher is required for all Methods courses.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner 3

EDPSYCH 1500	Reflections on Learning
EDPSYCH 2068	Development and Learning in Sociocultural Contexts

EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)

Category 2: Social Contexts of Learning 3

SOCFOUND 2119	Social & Cultural Foundations of Education
SOCFOUND 2134	A Modern History of Education in the United States
SOCFOUND 2334	Education Policy and Politics of Education
TESOL 2015	Language Today

Category 3: Education for All 3

KINES 4152	Adapted Physical Education
SOCFOUND 3334	Education, Power, and Change
SOCFOUND 3434	Social Movements and Education
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms
TESOL 3710	Content Area Strategies for English Language Learners

Category 4: The Classroom Environment 3

EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom
EDPSYCH 3300	Level Up: Gamified Learning Environments
ECIE 4151	Early Childhood Curriculum Development and Organization
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments
SOCFOUND 3219	Critical Perspectives on Technology and Education

Category 5: Effective Pedagogy 3

ARTED 4600	Expressive Learning Assessment
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age
MEASRES 3510	Assessment for Learning
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment

Category 6: The Professional Educator 3

ECIE 3149	Child, Family, School and Community Relationships
SOCFOUND 3519	Teacher Leadership & Educational Change
TEACHING 3177	Collaborative Partnerships for Educators

Total Hours 18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

Art Teaching, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
UNIFI/General Education or University Electives		6
ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
Hours		15
Spring		
ART 1022	Drawing II	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1222	Survey of Art History II	3
UNIFI/General Education or University Electives		3
Educator Essentials Course		3
Hours		15
Sophomore		
Fall		
Studio Distribution Group 1		3
Studio Distribution Group 2		3
Educator Essentials Course		3
UNIFI/General Education or University Electives		5
TEACHING 2020	Introduction to Teaching: Exploring Options	1
Hours		15
Spring		
Educator Essentials Course		3
Studio Distribution Group 1		3
Studio Distribution Group 2		3
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
EDUC 2314	Teaching Methods I: Elementary Art	3
EDUC 2414	Teaching Internship I: Elementary Art	3
UNIFI/General Education or University Electives		3
Any 4000-Level ARTHIST Course		3
Studio Concentration I		3
Hours		15
Spring		
ARTED 2600	The Responsive Art Educator	3
Studio Concentration II		3
UNIFI/General Education or University Electives		6
Any 4000-Level ARTHIST Course		3
Educator Essentials Course		3
Hours		18

Senior

Fall

EDUC 3514/5514	Teaching Methods II: Secondary Art	3
EDUC 3614/5614	Teaching Internship II: Secondary Art	3
ARTED 4500	Contemporary Themes in Art Education	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		3
Hours		15

Spring

EDUC 4140	Special Area Teaching: Art, ESL, Music, and Physical Education	12
Hours		12
Total Hours		120

Learning Outcomes

Art Education - Teaching, B.A.

- **Goal 1** (ULOS: content and visual communication): Students will demonstrate the skills, concepts, and sensitivities fundamental to the creation of and communication about visual art.
 - **Outcome 1.** Students will be able to apply basic studio concepts in their work by demonstrating craft, invention, and impact where appropriate.
- **Goal 2** (ULOs: written communication, content, and critical thinking). Students will be able to demonstrate basic knowledge of art history and relate and compare works (their own, other artists).
 - **Outcome 2.** Students will be able to apply methods of historical and critical analysis to the study of works of art.
- **Goal 3** (ULOs: written communication and critical thinking) Students will understand and communicate the role of art within a wider context.
 - **Outcome 3.** Students will be able to communicate effectively about art within a wider context.
- **Goal 4** Students will be able to demonstrate depth of knowledge and skill in the selected area of emphasis.
 - **Outcome 4.** Teaching emphasis (ULO: content): Students will demonstrate a knowledge of curricular planning and knowledge of appropriate grade-level children's skills and interests in their lessons plans.

Policies

Major programs are offered by the Department of Art and Graphic Design in two baccalaureate degree areas, the Bachelor of Arts and the Bachelor of Fine Arts. The Bachelor of Arts degree is a liberal arts program offered in Graphic Design or Art with three emphasis options: studio, art history or art education (teaching). The Bachelor of Fine Arts degree is a professional program with an intensive studio emphasis.

It is possible for students to earn both the B.F.A. degree along with the B.A. in Art-Art History emphasis or the B.A. in Art Education-Teaching. However, a double major in Art-Studio Emphasis and Graphic Design is not possible. Likewise, it is not possible to earn both the B.F.A. and a B.A. in either Art-Studio Emphasis or Graphic Design.

Undergraduate Majors, Minors, and Certificates

No grade of less than C- shall satisfy any art major or minor degree requirement whether taken at UNI or transferred from another institution. For all studio courses in the Department of Art and Graphic Design programs the ratio of student work hours to credit hours is 3:1. Therefore, additional work is required outside the regular class meeting times.

Courses in the Department of Art and Graphic Design require specialized materials, some of which are provided through art lab fees.

Foundations Sequence

The Foundations Sequence is a one-year program required for all art majors and art minors. Introductory courses are offered that will provide an intense exploration of basic art concepts and skills as preparation for specialized and advanced areas of study.

Art majors take the 18 hours of introductory courses in the first year of study. The Foundations Sequence is prerequisite to all studio and art history courses. Generally, students enroll in Drawing I, 2-D Concepts, and Survey of Art History I during the first semester and Drawing II, 3-D Concepts, and Survey of Art History II the second semester.

The Foundations Sequence is a prerequisite for introductory level courses taken only by Art majors and minors.

Foundations Sequence for majors:

ART 1011	Drawing I	3
ART 1022	Drawing II	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Total Hours		18

Foundations Sequence for Art Studio minors:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
or ARTHIST 1222	Survey of Art History II	
Total Hours		12

Foundations Sequence for Art History minors:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
or ART 1333	Three-Dimensional Concepts	
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Total Hours		12

Automation Engineering Technology B.S.

Automation Engineering Technology Major

The B.S. Automation Engineering Technology major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education and the following specified major requirements, plus electives to complete the minimum of 120 hours.

The Automation Engineering Technology program will provide industry-relevant training and hands-on experience for students to apply automation engineering technology knowledge to industry and manufacturing for process control and system review. Students will be trained on sensors, instrumentations, electrical power, computer programming for controllers, process control, pneumatics and hydraulics, and mechanical systems to solve engineering and technology problems. Students will have a chance to work with industry level state-of-the-art equipment to apply their theoretical knowledge as well as programming industry level controllers to implement Industry 4.0 standards.

The Automation Engineering Technology program will provide industry-relevant training and hands-on experience for students to apply automation engineering technology knowledge to industry and manufacturing for process control and system review. Students will be trained on sensors, instrumentations, electrical power, computer programming for controllers, process control, pneumatics and hydraulics, and mechanical systems to solve engineering and technology problems. Students will have a chance to work with industry level state-of-the-art equipment to apply their theoretical knowledge as well as programming industry level controllers to implement Industry 4.0 standards.

Math and Science:

MATH 1150	Calculus for Technology ^	4
STAT 1772	Introduction to Statistical Methods ^	3
PHYSICS 1511	General Physics I ^	4
CS 1160	C/C++ Programming	3

Required Core:

ENGLISH 1005	College Writing and Research	3
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3
PHIL 1560	Science, Technology, and Ethics (STE)	3
ENGR 1000	Introduction to Engineering & Professional Practice	3
TECH 1037	Introduction to Circuits	3
TECH 1039	Circuits and Systems	3
TECH 2053	Digital Electronics	4
TECH 2055	Electrical Power Systems & Machinery	4
TECH 3160/5160	Computer-Aided Instrumentation and Interfacing	3

TECH 3164	Programmable Logic Controllers (PLCs)	3
TECH 1010	Fundamentals of Metal Removal	3
TECH 1024	Engineering Design with CAD	3
TECH 2065	Industrial Robotics	3
ENGR 2080	Statics	2
ENGR 2180	Strength of Materials	2
TECH 3147	Computer Aided Manufacturing	3
TECH 3148	Machine Design	3
TECH 4162	Hydraulics & Pneumatics	3
ENGR 4500	Senior Design @	3
Electives		9 - 10
Complete three of the following:		
TECH 2051	Analog Electronics	
TECH 4104/5104	Applied Digital Signal Processing	
TECH 3129	Linear Control Systems *	
TECH 4167/5167	Power Electronics Applications *	
TECH 3157/5157	Microcontroller Applications *	
TECH 4103/5103	Electronic Communications *	
TECH 4165/5165	Wireless Communication Networks *	
TECH 1008	Basic Manufacturing Processes	
TECH 2024	Technical Drawing with GD&T	
TECH 2119	Computer Applications in Technology	
TECH 2072	Engineering Materials *	
TECH 2114	Making Cool Stuff	
TECH 3113	Manufacturing Tooling *	
TECH 3131/5131	Technical Project Management	
TECH 3142	Statistical Quality Control	
TECH 3143	Managing Operations and Manufacturing Systems	
TECH 3196	Industrial Safety	
TECH 3179	Cooperative Education	
Total Hours		80-81

^ Has prerequisite of satisfactory score on ALEKS exam or subsequent remediation.

* These courses have additional prerequisites.

@This course meets the Bachelor of Science undergraduate research course requirement.

Four-Year Plan

Automation Engineering Technology, B.S.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester

schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
UNIFI/General Education or University Electives		6
ENGR 1000	Introduction to Engineering & Professional Practice	3
PHYSICS 1511	General Physics I	4
TECH 1024	Engineering Design with CAD	3
Hours		16
Spring		
UNIFI/General Education or University Electives		3
PHIL 1560	Science, Technology, and Ethics (STE)	3
MATH 1150	Calculus for Technology	4
TECH 1010	Fundamentals of Metal Removal	3
CS 1160	C/C++ Programming	3
Hours		16
Sophomore		
Fall		
UNIFI/General Education or University Electives		6
TECH 1037	Introduction to Circuits	3
TECH 2065	Industrial Robotics	3
ENGR 2080	Statics	2
Hours		14
Spring		
UNIFI/General Education or University Electives		6
STAT 1772	Introduction to Statistical Methods	3
TECH 1039	Circuits and Systems	3
ENGR 2180	Strength of Materials	2
Hours		14
Junior		
Fall		
UNIFI/General Education or University Electives		6
TECH 2053	Digital Electronics	4
TECH 3148	Machine Design	3
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3
Hours		16
Spring		
TECH 2055	Electrical Power Systems & Machinery	4
TECH 3147	Computer Aided Manufacturing	3
TECH 3160/5160	Computer-Aided Instrumentation and Interfacing	3
TECH 3164	Programmable Logic Controllers (PLCs)	3
Technical elective course		3
Hours		16
Senior		
Fall		
UNIFI/General Education or University Electives		6
TECH 4162	Hydraulics & Pneumatics	3
Technical elective course		6
Hours		15
Spring		
UNIFI/General Education or University Electives		10

Undergraduate Majors, Minors, and Certificates

ENGR 4500	Senior Design	3
	Hours	13
	Total Hours	120

Learning Outcomes

Automation Engineering Technology, B.S.

Program Educational Objectives (PEOs):

- Be able to apply Automation Engineering Technology principles with tools to solve industry-related problems
- Be able to effectively communicate and work independently or in a team environment
- Be engaged in lifelong learning and professional development
- Demonstrate high ethical, social, and environmental standards in the conduct of professional activities

Student Learning Outcomes (SLOs):

- Employ analytical methods to design engineering solutions
- Apply written, oral, and graphical communication in technical and non-technical environments
- Conduct experiments to understand and analyze automation processes
- Collaboratively develop engineering solutions in a team environment

Biochemistry B.A. or B.S.

Biochemistry B.A. Major

The B.A. Biochemistry major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

This program provides experience in most basic areas of chemistry, with a focus on biochemistry. With appropriate choice of university electives, the B.A. Biochemistry major meets the needs of pre-medical students and students preparing for additional study in related areas such as pharmacology, medicinal chemistry, clinical chemistry, and toxicology. It is also suitable for students who wish to combine a chemistry major with a major in another discipline.

Required

Mathematics:		
MATH 1420	Calculus I *	4
Biology:		
BIOL 2052	General Biology: Cell Structure and Function	4
BIOL 3140	Genetics **	4
Chemistry and Biochemistry:		
CHEM 1110 & CHEM 1120 or CHEM 1130	General Chemistry I and General Chemistry II (*)	5-8
CHEM 1610	Careers In Chemistry	1
CHEM 2010	Chemical Safety Seminar	1
CHEM 2110	Descriptive Inorganic Chemistry	4-5

or CHEM 2320 & CHEM 2330	Chemical Analysis and Chemical Analysis Laboratory	
CHEM 2210	Organic Chemistry I	3
CHEM 2220	Organic Chemistry II	3
CHEM 2230	Organic Chemistry Laboratory	2
CHEM 4420/5420	Physical Chemistry I	3
CHEM 4510/5510	Biochemistry I	3
CHEM 4520/5520	Biochemistry II	3
CHEM 4530/5530	Biochemistry Laboratory	2
Physics:		
PHYSICS 1511 & PHYSICS 1512 or PHYSICS 1701 & PHYSICS 1702	General Physics I and General Physics II Physics I for Science and Engineering and Physics II for Science and Engineering	8
Electives		3-4
3000-level or higher content course(s) in biology or chemistry		
Total hours		53-58

* Has prerequisite of satisfactory score on ALEKS exam or subsequent remediation.

**BIOL 3140 has a prerequisite of BIOL 2051. BIOL 2051 is waived as a prerequisite for Biochemistry majors.

Biochemistry B.S. Major

The B.S. Biochemistry major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

The Bachelor of Science Biochemistry major is accredited by the American Chemical Society. This major prepares students for careers and/or advanced study in biochemistry. It also provides partial preparation appropriate for medical school and other health-related programs.

Required

Mathematics:		
MATH 1420	Calculus I *	4
MATH 1421	Calculus II	4
Biology:		
BIOL 2052	General Biology: Cell Structure and Function	4
BIOL 3140	Genetics ***	4
Chemistry and Biochemistry:		
CHEM 1110 & CHEM 1120 or CHEM 1130	General Chemistry I and General Chemistry II (*)	5-8
CHEM 1610	Careers In Chemistry	1
CHEM 2010	Chemical Safety Seminar	1
CHEM 2110	Descriptive Inorganic Chemistry	4
CHEM 2210	Organic Chemistry I	3
CHEM 2220	Organic Chemistry II	3
CHEM 2230	Organic Chemistry Laboratory	2

CHEM 2320	Chemical Analysis	3
CHEM 2330	Chemical Analysis Laboratory	2
CHEM 3600	Undergraduate Research in Chemistry @	2
CHEM 4220/5220 or CHEM 4310/5310	Organic Structure Analysis Instrumental Analysis	3
CHEM 4420/5420	Physical Chemistry I	3
CHEM 4430/5430	Physical Chemistry II	3
CHEM 4440/5440	Physical Chemistry Laboratory	2
CHEM 4510/5510	Biochemistry I	3
CHEM 4520/5520	Biochemistry II	3
CHEM 4530/5530	Biochemistry Laboratory	2
Physics:		
Select one of the following:		
PHYSICS 1511 & PHYSICS 1512 OR PHYSICS 1701 & PHYSICS 1702	General Physics I and General Physics II Physics I for Science and Engineering and Physics II for Science and Engineering	8
Electives		3-4
3000-level or higher content course(s) in biology or chemistry		
Total hours		72-75

* Has prerequisite of satisfactory score on ALEKS exam or subsequent remediation.

**BIOL 3140 has a prerequisite of BIOL 2051. BIOL 2051 is waived as a prerequisite for Biochemistry majors.

@This course meets the Bachelor of Science degree undergraduate research course requirement.

Notes:

1. The elective course should be chosen with the help of the major advisor. This is particularly important for students wishing to earn a certified degree, to assure consistency with the certification guidelines of the American Chemical Society. An appropriate advanced course in another science may be substituted with department head approval.
2. To satisfy American Chemical Society guidelines for certification of the Biochemistry major, the two hours of CHEM 3600 Undergraduate Research required for this program must include completion of a final written report.

Four-Year Plan

Biochemistry, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MATH 1140	Precalculus	4
BIOL 2052	General Biology: Cell Structure and Function	4
CHEM 1110	General Chemistry I	4
UNIFI/General Education or University Electives		3
Hours		15
Spring		
CHEM 1120	General Chemistry II	4
MATH 1420	Calculus I	4
UNIFI/General Education or University Electives		6
Hours		14
Sophomore		
Fall		
CHEM 2110	Descriptive Inorganic Chemistry (OR CHEM 2320 AND 2330)	4
CHEM 2210	Organic Chemistry I	3
PHYSICS 1511	General Physics I	4
UNIFI/General Education or University Electives		3
Hours		14
Spring		
CHEM 2010	Chemical Safety Seminar	1
CHEM 2220	Organic Chemistry II	3
CHEM 2230	Organic Chemistry Laboratory	2
PHYSICS 1512	General Physics II	4
BIOL 3140	Genetics	4
UNIFI/General Education or University Electives		3
Hours		17
Junior		
Fall		
CHEM 4420/5420	Physical Chemistry I	3
CHEM 4510/5510	Biochemistry I	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
CHEM 4520/5520	Biochemistry II	3
CHEM 4530/5530	Biochemistry Laboratory	2
UNIFI/General Education or University Electives		10
Hours		15
Senior		
Fall		
BIOL or CHEM 3000/4000 Elective		3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
UNIFI/General Education or University Electives		15
Hours		15
Total Hours		120

Biochemistry, B.S.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Undergraduate Majors, Minors, and Certificates

Course	Title	Hour
Freshman		
Fall		
CHEM 1110	General Chemistry I	4
MATH 1420	Calculus I	4
BIOL 2052	General Biology: Cell Structure and Function	4
UNIFI/General Education or University Electives		3
Hours		15
Spring		
CHEM 1120	General Chemistry II	4
MATH 1421	Calculus II	4
UNIFI/General Education or University Electives		6
Hours		14
Sophomore		
Fall		
CHEM 2210	Organic Chemistry I	3
CHEM 2320	Chemical Analysis	3
CHEM 2330	Chemical Analysis Laboratory	2
PHYSICS 1701	Physics I for Science and Engineering	4
UNIFI/General Education or University Electives		3
Hours		15
Spring		
CHEM 2010	Chemical Safety Seminar	1
CHEM 2220	Organic Chemistry II	3
CHEM 2230	Organic Chemistry Laboratory	2
PHYSICS 1702	Physics II for Science and Engineering	4
BIOL 3140	Genetics	4
UNIFI/General Education or University Electives		3
Hours		17
Junior		
Fall		
CHEM 2110	Descriptive Inorganic Chemistry	4
CHEM 4420/5420	Physical Chemistry I	3
CHEM 4510/5510	Biochemistry I	3
UNIFI/General Education or University Electives		5
Hours		15
Spring		
CHEM 4430/5430	Physical Chemistry II	3
CHEM 4520/5520	Biochemistry II	3
CHEM 4530/5530	Biochemistry Laboratory	2
UNIFI/General Education or University Electives		6
Hours		14
Senior		
Fall		
CHEM 4310/5310	Instrumental Analysis	3
CHEM 3600	Undergraduate Research in Chemistry	1
Biol OR Chem 3000/4000 Level Elective		3
UNIFI/General Education or University Electives		8
Hours		15
Spring		
CHEM 3600	Undergraduate Research in Chemistry	1
CHEM 4440/5440	Physical Chemistry Laboratory	2

UNIFI/General Education or University Electives	12
Hours	15
Total Hours	120

Learning Outcomes

Biochemistry, B.A.

University Goal: Communication

- **Program Goal 1:** Students will be able to effectively communicate chemical information to colleagues and the public.
- **Outcome 1:** Students will be able to prepare and produce scientific written communications using standard chemistry style and format.

University Goal: Content Knowledge

- **Program Goal 2:** Students will apply chemical knowledge.
- **Outcome 2:** Students will demonstrate proficient knowledge and application of chemistry content.

University Goal: Critical Thinking

- **Program Goal 3:** Students will be able to think critically about chemistry.
- **Outcome 3:** Students will be able to plan the collection of the data needed to test a hypothesis in chemistry.
- **Program Goal 4:** Students will demonstrate the skills needed to successfully conduct experiments and analyze data.
- **Outcome 4:** Students will conduct experimental measurements and evaluate the accuracy and reliability of data.

Biochemistry, B.S.

University Goal: Communication

- **Program Goal 1:** Students will be able to effectively communicate chemical information to colleagues and the public.
- **Outcome 1:** Students will be able to prepare and produce scientific written communications using standard chemistry style and format.
- **Outcome 2:** Students will be able to prepare and deliver an oral presentation on chemical topics.

University Goal: Content Knowledge

- **Program Goal 2:** Students will apply chemical knowledge.
- **Outcome 3:** Students will demonstrate proficient knowledge and application of chemistry content.

University Goal: Critical Thinking

- **Program Goal 3:** Students will be able to think critically about chemistry.
- **Outcome 4:** Students will be able to plan the collection of the data needed to test a hypothesis in chemistry.
- **Program Goal 4:** Students will demonstrate the skills needed to successfully conduct experiments and analyze data.
- **Outcome 5:** Students will conduct experimental measurements and evaluate the accuracy and reliability of data.

Policies

1. Students considering a baccalaureate chemistry major should complete two semesters of general chemistry, CHEM 1110 and CHEM 1120, in the freshman year. Well-prepared students may be permitted to take CHEM 1130, an accelerated course in general chemistry, during their first semester. It is strongly recommended that chemistry majors complete requirements in mathematics and physics within the first two years.

2. Prior to enrollment in a chemistry course, all pre-requisite courses must be completed with a grade of C- or higher.

3. A student enrolled in a chemistry course during fall or spring semester and who wishes to enroll in the same course in the subsequent spring or fall semester should contact the department. The student will be allowed to register only if space remains after all advance registrations are completed.

4. A student cannot declare a Chemistry minor if they are pursuing any B.A. or B.S. major in the Department of Chemistry and Biochemistry. Two majors cannot be earned within the department except for the combination of the B.A. Chemistry Teaching major and either the B.S. Chemistry or the B.S. Biochemistry major.

Biology B.A. or B.S.

Biology B.A. Major

The B.A. Biology major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

This major provides a broad training in biology but allows different specializations through choice of electives. Students who select this major to prepare themselves for graduate study in the biological sciences should consult with their advisor for elective courses. Field courses offered during the summer program at Iowa Lakeside Laboratory may be accepted for biology elective credit.

Required: *

Introductory track: 15

BIOL 2051	General Biology: Organismal Diversity
BIOL 2052	General Biology: Cell Structure and Function
BIOL 3100	Evolution, Ecology and the Nature of Science
BIOL 3140	Genetics

Cognate courses:

Chemistry and Biochemistry: 9-13

CHEM 1110 & CHEM 1120 or CHEM 1130	General Chemistry I and General Chemistry II or General Chemistry I-II
CHEM 2210 & CHEM 2230 or CHEM 2040	Organic Chemistry I and Organic Chemistry Laboratory or Applied Organic and Biochemistry

Mathematics: 3-5

Select one of the following:

MATH 1120 & MATH 1130	Mathematics for Biological Sciences and Trigonometry	
MATH 1140	Precalculus	
MATH 1420	Calculus I	
STAT 1772	Introduction to Statistical Methods	
Earth Science/Physics (select one of the following):		8
EARTHSCI 1300 & EARTHSCI 1320	Introduction to Geology and Earth History	
PHYSICS 1511 & PHYSICS 1512	General Physics I and General Physics II	
Electives in Biology: †, ^		18
BIOL 3000-level or above (excluding BIOL 3101). CHEM 2220 or CHEM 4510/5510 will also count as an elective.		
Total hours		53-59

* Students must take at last seven (7) hours of 4000-level biology coursework pertinent to their major, with four (4) of those hours being taken at UNI.

† BIOL 3000-level or above, excluding BIOL 3101 Human Anatomy and Physiology I. CHEM 2220 or CHEM 4510/5510 will also count as an elective.

^ No more than 4 credits from BIOL 3185 Readings in Biology, BIOL 3190 Undergraduate Research in Biology, and BIOL 4198 Independent Study will be counted toward biology degree requirements.

Honors Research

Students invited to do Honors Research will complete 4 credit hours of BIOL 3190 Undergraduate Research in Biology and 1 credit hour of BIOL 3191 Senior Thesis. The following BA degrees are eligible for Honors Research: Biology BA, Biology: Biomedical BA, and Biology: Ecology, Evolution and Organismal Biology BA.

Biology 3+1 Joint Major

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

- Chiropractic
- Medical Laboratory Sciences
- Nursing 3+1
- Doctor of Podiatric Medicine

A student shall complete the core and cognate requirements for the B.A. (Joint Program Option) in Biology, an additional 10 credits at the BIOL 3000/4000 level, and have a total of 90 semester hours recognized by UNI, at least 32 of which were completed at UNI. The professional courses transferred must bring the total hours to at least 120 semester hours. Credit is accepted only from professional schools which are fully accredited. Details of the B.A. (Joint Program Option) are available from the Biology Department.

The student must know the requirements for entrance to the professional school so as to be able to take at the University of

Undergraduate Majors, Minors, and Certificates

Northern Iowa the work required for admission while at the same time meeting UNI degree requirements. The student will work with the Biology Department advisor who will help in the selection of proper courses.

A student who meets the above requirements may use professional credit from one of the approved professional programs with which the Department of Biology has an articulation agreement 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 B.A. (Joint Program Option).

Required:

Introductory Track		15
BIOL 2051	General Biology: Organismal Diversity	
BIOL 2052	General Biology: Cell Structure and Function	
BIOL 3100	Evolution, Ecology and the Nature of Science	
BIOL 3140	Genetics	
Cognate Courses:		
Chemistry and Biochemistry:		9-13
CHEM 1110 & CHEM 1120 or CHEM 1130	General Chemistry I and General Chemistry II	
CHEM 2210 & CHEM 2230 or CHEM 2040	Organic Chemistry I and Organic Chemistry Laboratory	
	Applied Organic and Biochemistry	
Mathematics:		3-5
Select one of the following:		
MATH 1120 & MATH 1130	Mathematics for Biological Sciences and Trigonometry	
MATH 1140	Precalculus	
MATH 1420	Calculus I	
STAT 1772	Introduction to Statistical Methods	
Earth Science/Physics (select one of the following):		8
EARTHSCI 1300 & EARTHSCI 1320	Introduction to Geology and Earth History	
PHYSICS 1511 & PHYSICS 1512	General Physics I and General Physics II	
Electives in Biology (3000/4000 level) ^		10
Total Hours		45-51

^ No more than 4 credits from BIOL 3185 Readings in Biology, BIOL 3190 Undergraduate Research in Biology, and BIOL 4198 Independent Study will be counted toward biology degree requirements.

Biology B.S. Major

The B.S. Biology major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements

and the following specified major requirements, plus electives to complete the minimum of 120 hours.

The Bachelor of Science Biology major is designed to prepare students for careers in areas which require a higher degree of concentration in subject matter and cognate areas, particularly advanced-level courses. This degree is especially appropriate for students planning graduate study. In order to ensure graduation within eight semesters, students should work with advisors early in their programs, as advanced planning for sequenced courses is very important. Field courses offered during the summer program at Iowa Lakeside Laboratory may be accepted for biology elective credit.

Course List

Required: *

Introductory track:		15
BIOL 2051	General Biology: Organismal Diversity	
BIOL 2052	General Biology: Cell Structure and Function	
BIOL 3100	Evolution, Ecology and the Nature of Science	
BIOL 3140	Genetics	
Biology:		5
BIOL 3190	Undergraduate Research in Biology @	
BIOL 4157/5157	Biostatistics	
Cognate courses:		
Chemistry and Biochemistry:		13-16
CHEM 1110 & CHEM 1120 or CHEM 1130	General Chemistry I and General Chemistry II	
CHEM 2210	Organic Chemistry I	
CHEM 2220	Organic Chemistry II	
CHEM 2230	Organic Chemistry Laboratory	
Mathematics:		3-4
MATH 1420 or STAT 1772	Calculus I	
	Introduction to Statistical Methods	
Physics:		8
PHYSICS 1511	General Physics I	
PHYSICS 1512	General Physics II	
Electives in Biology: †, ^		19
Any BIOL 3000-level or above (excluding BIOL 3101). CHEM 4510/5510 or MATH 1421 will also count as an elective.		
Total hours		63-67

* Students must take at last seven (7) hours of 4000-level biology coursework pertinent to their major, with four (4) of those hours being taken at UNI.

† BIOL 3000-level or above, excluding BIOL 3101 Human Anatomy and Physiology I. CHEM 4510/5510 or MATH 1421 will also count as an elective.

^ No more than 4 credits from BIOL 3185 Readings in Biology, BIOL 3190 Undergraduate Research in Biology, and BIOL 4198 Independent Study will be counted toward biology degree requirements.

@This course meets the Bachelor of Science undergraduate research course requirement.

Honors Research

Students invited to do Honors Research will complete 4 credit hours of BIOL 3190 Undergraduate Research in Biology and 1 credit hour of BIOL 3191 Senior Thesis. The Biology BS degree is eligible for Honors Research.

Four-Year Plan

Biology, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required

Course	Title	Hour
Freshman		
Fall		
BIOL 2051	General Biology: Organismal Diversity (or BIOL 2052 Gen Bio: Cell Structure & Function)	4
CHEM 1110	General Chemistry I	4
UNIFI/General Education or University Electives		6
Hours		14
Spring		
BIOL 2052	General Biology: Cell Structure and Function (or BIOL 2051 Gen Bio: Organismal Diversity)	4
CHEM 1120	General Chemistry II	4
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		3
Hours		14
Sophomore		
Fall		
BIOL 3140	Genetics (or BIOL 3100 Evolution, Ecology and the Nature of Science)	4
Upper Level Chemistry Course		4
UNIFI/General Education or University Electives		6
Hours		14
Spring		
BIOL 3100	Evolution, Ecology and the Nature of Science (or BIOL 3140 Genetics)	3
Biology Elective 3000 Level		4
UNIFI/General Education or University Electives		9
Hours		16
Junior		
Fall		
PHYSICS 1511	General Physics I (or EARTHSCI 1300 Introduction to Geology)	4
Biology Major Elective (3000/4000 level) **		3
UNIFI/General Education or University Electives		9
Hours		16

Spring

PHYSICS 1512	General Physics II (or EARTHSCI 1320 Earth History)	4
Biology Elective 3000/4000 Level **		3
UNIFI/General Education or University Electives		9

Hours 16

Senior

Fall

Biology Major Elective (3000/4000 level) **		7
UNIFI/General Education or University Electives		8

Hours 15

Spring

Biology Major Elective 3000/4000 Level **		3
UNIFI/General Education or University Electives		12

Hours 15

Total Hours 120

* To graduate from UNI with a biology major, students must have both a cumulative and a major UNI GPA of 2.0 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major.

**Students must take at last seven (7) hours of 4000-level biology coursework pertinent to their major, with four (4) of those hours being taken at UNI.

Biology, B.S.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BIOL 2051	General Biology: Organismal Diversity (or BIOL 2052 Gen Bio: Cell Structure and Function)	4
CHEM 1110	General Chemistry I	4
UNIFI/General Education or University Electives		7
Hours		15
Spring		
BIOL 2052	General Biology: Cell Structure and Function (or BIOL 2051 Gen Bio: Organismal Diversity)	4
CHEM 1120	General Chemistry II	4
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		3
Hours		14
Sophomore		
Fall		
BIOL 3140	Genetics (or BIOL 3100 Evolution, Ecology and the Nature of Science)	4
CHEM 2210	Organic Chemistry I	3
Biology Elective (3000-level)		3
UNIFI/General Education or University Electives		6
Hours		16

Undergraduate Majors, Minors, and Certificates

Spring		
BIOL 3100	Evolution, Ecology and the Nature of Science(or BIOL 3140 Genetics)	3
CHEM 2220	Organic Chemistry II	3
CHEM 2230	Organic Chemistry Laboratory	2
UNIFI/General Education or University Electives		6
Hours		14
Junior		
Fall		
BIOL 3190	Undergraduate Research in Biology	1
BIOL 4157/5157	Biostatistics	3
PHYSICS 1511	General Physics I	4
Biology Major Elective (3000/4000-level) **		4
UNIFI/General Education or University Electives		3
Hours		15
Spring		
BIOL 3190	Undergraduate Research in Biology	1
PHYSICS 1512	General Physics II	4
Biology Major Elective (3000/4000-level) **		4
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
Biology Major Elective (3000/4000-level) **		4
UNIFI/General Education or University Electives		12
Hours		16
Spring		
Biology Major Elective (3000/4000-level) **		4
UNIFI/General Education or University Electives		11
Hours		15
Total Hours		120

* To graduate from UNI with a biology major, students must have both a cumulative and a major UNI GPA of 2.0 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major.

**Students must take at last seven (7) hours of 4000-level biology coursework pertinent to their major, with four (4) of those hours being taken at UNI.

Learning Outcomes

Biology, B.A.

Goals: Students will gain an understanding of major themes in biology (organization of life, diversity and its causes, genetics, and cellular biology) along with deeper exposure to and advanced competency in biological topics of the student's interest in areas including anatomy, physiology, genetics, organismal development, ecology, evolution, and/or organismal biology. Students will be able to think critically and communicate effectively on these discipline-specific topics.

Outcomes:

- Students will show proficiency in advanced content from their areas of interest in the fields of anatomy, physiology, development, cellular biology, immunology, genetics, ecology, evolution, and/or evolutionary biology.

- Students will communicate effectively using discipline-specific vocabulary and standard scientific communication skills such as graphical representation of data.
- Students will think critically about discipline-specific content as evidenced by an ability to interpret data, to effectively critique arguments, and/or to solve problems relating to living organisms.

Biology, B.S.

Goals: Students will gain an understanding of major themes in biology (organization of life, diversity and its causes, genetics, and cellular biology) along with deeper exposure to and advanced competency in biological topics of the student's interest in areas including anatomy, physiology, genetics, organismal development, ecology, evolution, and/or organismal biology. Students will be able to think critically and communicate effectively on these discipline-specific topics.

Students in the BS program will gain deeper exposure to the process of science through Undergraduate Research (BIOL 3190) and through Biostatistics (BIOL 4157).

Outcomes:

- Students will show proficiency in advanced content from their areas of interest in the fields of anatomy, physiology, development, cellular biology, immunology, genetics, ecology, evolution, and/or organismal biology.
- Students will communicate effectively using discipline-specific vocabulary and standard scientific communication skills such as graphical representation of data.
- Students will think critically about discipline-specific content as evidenced by an ability to interpret data, to effectively critique arguments, and/or to solve problems relating to living organisms.
- Students will gain first-hand experience with the process of scientific inquiry by participating in a specific line of research.
- Students will become proficient in common statistical methods used in biology.

Policies

Majors

- Students should indicate their interest in majoring in biology by filling out a Declaration of Curriculum form any time after their admission to UNI.
- A student's freshman year shall be devoted primarily to completing the required course work in general biology (BIOL 2051 General Biology: Organismal Diversity and BIOL 2052 General Biology: Cell Structure and Function) and chemistry (CHEM 1110 General Chemistry I and CHEM 1120 General Chemistry II, or CHEM 1130 General Chemistry I-II). UNIFI/General Education and/or math classes should be taken by students to complete their schedules.
- For the BS Biology, the BS Environmental Science, the BA Biology, the BA Biology Biomedical Emphasis, the BA Biology-Teaching, and the BA Biology Ecology, Evolution and Organismal Biology emphasis, students must receive a grade of C- (1.67) or higher in courses that are applied to their major. Prior to enrollment in a course, all prerequisites must be completed with a C- (1.67) or higher.
- ALEKS is a mathematics placement exam used at the University of Northern Iowa. Your academic advisor will use your score

on the ALEKS assessment to determine your placement in UNI mathematics, chemistry, and physics courses.

- A student enrolled in a biology class during fall or spring semester, or who drops a biology course after the first seven days of classes, should contact the department if they want to take the class again in an immediately subsequent semester. The student will only be allowed to register if space remains after all advanced registrations are completed.
- To graduate from UNI with a BS Biology, a BA Biology, a BA Biology Biomedical Emphasis, or a BA Biology Ecology, Evolution and Organismal Biology emphasis, students must have both a cumulative and a major UNI GPA of 2.00 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major. To graduate from UNI with a BA Biology-Teaching, students must have both a cumulative and a major UNI GPA of 2.50 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major.
- With the exception of the Biology 3+1 Joint program, to graduate from UNI with a biology major, students must take at least seven (7) hours of 4000-level biology coursework pertinent to their major, with four (4) of those hours being taken at UNI.
- Transfer students entering UNI shall be subject to the acceptance requirements listed in #3.

Minors

To graduate from UNI with a biology minor, students must have both a cumulative and a minor UNI GPA of 2.00 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the minor.

Notes:

- A student can declare only one major within the Department of Biology with the exception of the BA Biology Teaching major, which can be paired with another degree in biology.
- A student with a major within the Department of Biology cannot declare a Biology minor or a Biology-Teaching minor.
- A student with a major in the interdisciplinary B.A. Environmental Resource Management: Ecosystems Track may not also declare a major or minor in biology.
- A student with a major in the interdisciplinary B.S. Environmental Science: Environmental Life Science Track may not also declare a major or minor in biology.

Biology: Biomedical B.A.

Biology: Biomedical Major

The B.A. Biology Major: Biomedical requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

This major offers basic preparation to students for allopathic, osteopathic, chiropractic, pharmacy, physical therapy, dental, veterinary, optometric, podiatric and other health-related programs. In addition, it prepares students for graduate study in biomedical sciences, e.g., pharmacology, toxicology, pathology, physiology, cellular biology, and related areas. Students should seek advice and information early in their programs so that individual goals and

specific additional requirements of some graduate and professional programs can be considered in curricular planning.

Required: *

Introductory track: 15

BIOL 2051 General Biology: Organismal Diversity

BIOL 2052 General Biology: Cell Structure and Function

BIOL 3100 Evolution, Ecology and the Nature of Science

BIOL 3140 Genetics

Anatomy and Physiology group: 8

BIOL 3101 Human Anatomy and Physiology I

or BIOL 3106 Vertebrate Anatomy

BIOL 3102 Human Anatomy and Physiology II

Cognate courses:

Chemistry and Biochemistry: 13-16

CHEM 1110 & CHEM 1120 General Chemistry I and General Chemistry II

or CHEM 1130 General Chemistry I-II

CHEM 2210 Organic Chemistry I

CHEM 2220 Organic Chemistry II

CHEM 2230 Organic Chemistry Laboratory

Mathematics: 3-5

Select one of the following:

MATH 1120 & MATH 1130 Mathematics for Biological Sciences and Trigonometry

MATH 1140 Precalculus

MATH 1420 Calculus I

STAT 1772 Introduction to Statistical Methods

Physics: 8

PHYSICS 1511 General Physics I

PHYSICS 1512 General Physics II

Electives selected from the following (consult with advisor): ^ 10

BIOL 3106 Vertebrate Anatomy §

BIOL 3108 Medical Histology

BIOL 3147 Cancer and Emerging Infectious Diseases

BIOL 3151 General Microbiology

BIOL 3190 Undergraduate Research in Biology

BIOL 4114/5114 Comparative Animal Physiology

BIOL 4116/5116 Neurobiology

BIOL 4128/5128 Cell Biology

BIOL 4129/5129 Genomics

BIOL 4130/5130 Genetic Technologies in Medicine

BIOL 4137/5137 Advanced Human Physiology

Undergraduate Majors, Minors, and Certificates

BIOL 4144/5144	Virology	
BIOL 4146/5146	Developmental Biology of Animals	
BIOL 4150/5150	Immunology	
BIOL 4157/5157	Biostatistics	
BIOL 4164/5164	Mammalogy	
CHEM 4510/5510	Biochemistry I **	
Total hours		57-62

- * Students must take at last seven (7) hours of 4000-level biology coursework pertinent to their major, with four (4) of those hours being taken at UNI.
- ^ No more than 3 credits of BIOL 3190 Undergraduate Research in Biology will be counted toward biology elective requirements for this degree. For students pursuing the Honors Emphasis, the remaining credit of BIOL 3190 Undergraduate Research in Biology and BIOL 3191 Senior Thesis will be applied to university electives.
- § If not used to satisfy the Anatomy and Physiology group requirement.
- **For students pursuing graduate programs in Allopathic or Osteopathic Medicine, Physician Assistant, or Veterinary Medicine, Biochemistry I (CHEM 4510) and Biochemistry II (CHEM 4520) are recommended and would satisfy a Chemistry minor in addition to the BA Biology Biomedical degree.

Honors Research

Students invited to do Honors Research will complete 4 credit hours of BIOL 3190 Undergraduate Research in Biology and 1 credit hour of BIOL 3191 Senior Thesis. The following BA degrees are eligible for Honors Research: Biology BA, Biology: Biomedical BA, and Biology: Ecology, Evolution and Organismal Biology BA.

Four-Year Plan

Biology: Biomedical, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BIOL 2051	General Biology: Organismal Diversity (or BIOL 2052 Gen Bio: Cell Structure and Function)	4
CHEM 1110	General Chemistry I	4
Math course required for major (Based on ALEKS score)		3
UNIFI/General Education or University Electives		3
Hours		14
Spring		
BIOL 2052	General Biology: Cell Structure and Function (or BIOL 2051 Gen Bio: Organismal Diversity)	4
CHEM 1120	General Chemistry II	4
UNIFI/General Education or University Electives		6
Hours		14

Sophomore		
Fall		
BIOL 3140	Genetics (or BIOL 3100 Evolution, Ecology and the Nature of Science)	4
CHEM 2210	Organic Chemistry I	3
UNIFI/General Education or University Electives		9
Hours		16
Spring		
BIOL 3100	Evolution, Ecology and the Nature of Science (or BIOL 3140 Genetics)	3
CHEM 2220	Organic Chemistry II	3
CHEM 2230	Organic Chemistry Laboratory	2
UNIFI/General Education or University Electives		6
Hours		14
Junior		
Fall		
BIOL 3101	Human Anatomy and Physiology I (or BIOL 3106 Vertebrate Anatomy)	4
PHYSICS 1511	General Physics I	4
UNIFI/General Education or University Electives		6
Hours		14
Spring		
BIOL 3102	Human Anatomy and Physiology II	4
PHYSICS 1512	General Physics II	4
UNIFI/General Education or University Electives		9
Hours		17
Senior		
Fall		
Biomedical Emphasis Elective (4000 level) **		3
Biomedical Emphasis Elective (3000 or 4000 level) **		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
Biomedical Emphasis Elective (4000 level) **		4
UNIFI/General Education or University Electives		12
Hours		16
Total Hours		120

- * To graduate from UNI with a biology major, students must have both a cumulative and a major UNI GPA of 2.0 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major.
- **Students must take at last seven (7) hours of 4000-level biology coursework pertinent to their major, with four (4) of those hours being taken at UNI.

Learning Outcomes

Biology: Biomedical Major, B.A.

Goals: Students will gain an understanding of major themes in biology (organization of life, diversity and its causes, genetics, and cellular biology) along with deeper exposure to and advanced competency in topics related to biomedical fields. Students will be able to think critically and communicate effectively on these discipline-specific topics.

Outcomes:

- Students will show proficiency in advanced content from their areas of interest in the fields of anatomy, physiology, development, cellular biology, immunology, and/or genetics.
- Students will communicate effectively using discipline-specific vocabulary and standard scientific communication skills such as graphical representation of data.
- Students will think critically about discipline-specific content as evidenced by an ability to interpret data, to effectively critique arguments, and/or to solve problems relating to living organisms.

Policies

Majors

1. Students should indicate their interest in majoring in biology by filling out a Declaration of Curriculum form any time after their admission to UNI.
2. A student's freshman year shall be devoted primarily to completing the required course work in general biology (BIOL 2051 General Biology: Organismal Diversity and BIOL 2052 General Biology: Cell Structure and Function) and chemistry (CHEM 1110 General Chemistry I and CHEM 1120 General Chemistry II, or CHEM 1130 General Chemistry I-II). UNIFI/General Education and/or math classes should be taken by students to complete their schedules.
3. For the BS Biology, the BS Environmental Science, the BA Biology, the BA Biology Biomedical Emphasis, the BA Biology-Teaching, and the BA Biology Ecology, Evolution and Organismal Biology emphasis, students must receive a grade of C- (1.67) or higher in courses that are applied to their major. Prior to enrollment in a course, all prerequisites must be completed with a C- (1.67) or higher.
4. ALEKS is a mathematics placement exam used at the University of Northern Iowa. Your academic advisor will use your score on the ALEKS assessment to determine your placement in UNI mathematics, chemistry, and physics courses.
5. A student enrolled in a biology class during fall or spring semester, or who drops a biology course after the first seven days of classes, should contact the department if they want to take the class again in an immediately subsequent semester. The student will only be allowed to register if space remains after all advanced registrations are completed.
6. To graduate from UNI with a BS Biology, a BA Biology, a BA Biology Biomedical Emphasis, or a BA Biology Ecology, Evolution and Organismal Biology emphasis, students must have both a cumulative and a major UNI GPA of 2.00 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major. To graduate from UNI with a BA Biology-Teaching, students must have both a cumulative and a major UNI GPA of 2.50 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major.
7. With the exception of the Biology 3+1 Joint program, to graduate from UNI with a biology major, students must take at least seven (7) hours of 4000-level biology coursework pertinent to their major, with four (4) of those hours being taken at UNI.
8. Transfer students entering UNI shall be subject to the acceptance requirements listed in #3.

Minors

To graduate from UNI with a biology minor, students must have both a cumulative and a minor UNI GPA of 2.00 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the minor.

Notes:

1. A student can declare only one major within the Department of Biology with the exception of the BA Biology Teaching major, which can be paired with another degree in biology.
2. A student with a major within the Department of Biology cannot declare a Biology minor or a Biology-Teaching minor.
3. A student with a major in the interdisciplinary B.A. Environmental Resource Management: Ecosystems Track may not also declare a major or minor in biology.
4. A student with a major in the interdisciplinary B.S. Environmental Science: Environmental Life Science Track may not also declare a major or minor in biology.

Biology: Ecology, Evolution and Organismal Biology B.A.

Biology: Ecology, Evolution and Organismal Biology Major

The B.A. Biology: Ecology, Evolution and Organismal Biology major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

This emphasis provides training to students interested in organismal and/or ecological biology. This emphasis is appropriate for students interested in a career with private and governmental organizations conducting endangered species recovery, ecological restoration, biological surveys, toxicity evaluations, environmental impact analyses, field research, museum or herbarium curation, or who wish to work in zoos, nature centers, museums, or botanical gardens. This emphasis also provides suitable background for students wishing to pursue graduate degrees in animal behavior, botany, conservation biology, ecology, environmental toxicology, evolutionary biology, systematics, population biology, and zoology. Students should seek advice and information early in their programs so that individual goals and specific additional requirements of some graduate and professional programs can be considered in curricular planning. Field courses offered during the summer program at Iowa Lakeside Laboratory may be accepted for biology elective credit.

Required: *

Introductory track:		15
BIOL 2051	General Biology: Organismal Diversity	
BIOL 2052	General Biology: Cell Structure and Function	
BIOL 3100	Evolution, Ecology and the Nature of Science	
BIOL 3140	Genetics	
Cognate courses:		
Chemistry and Biochemistry:		5-8

Undergraduate Majors, Minors, and Certificates

CHEM 1110 & CHEM 1120 or CHEM 1130	General Chemistry I and General Chemistry II General Chemistry I-II	
Mathematics:		3-5
Select one of the following:		
MATH 1120 & MATH 1130	Mathematics for Biological Sciences and Trigonometry	
MATH 1140	Precalculus	
MATH 1420	Calculus I	
STAT 1772	Introduction to Statistical Methods	
Physical Science		4
EARTHSCI 1300 or PHYSICS 1511	Introduction to Geology General Physics I	
Electives: select from the following (consult with advisor):		26
Biology: ^		
BIOL 3106	Vertebrate Anatomy	
BIOL 3109/5109	Plants of North America	
BIOL 3120	Plant Diversity and Evolution	
BIOL 3160	Field Zoology of Vertebrates	
BIOL 3170	Entomology	
BIOL 3174	Field Biology: _____	
BIOL 3185	Readings in Biology	
BIOL 3190	Undergraduate Research in Biology	
BIOL 4105/5105	Wildlife Ecology and Management	
BIOL 4108/5108	Biodiversity Conservation Policy	
BIOL 4114/5114	Comparative Animal Physiology	
BIOL 4142/5142	Evolutionary Biology	
BIOL 4146/5146	Developmental Biology of Animals	
BIOL 4157/5157	Biostatistics	
BIOL 4164/5164	Mammalogy	
BIOL 4167/5167	Conservation Biology	
BIOL 4168/5168	Ecology	
BIOL 4172/5172	Developmental Plant Anatomy	
BIOL 4180/5180	Restoration Ecology	
BIOL 4198	Independent Study	
CHEM 2040 or CHEM 2210 & CHEM 2230	Applied Organic and Biochemistry Organic Chemistry I and Organic Chemistry Laboratory	
GEOG 2410 or GEOG 4220/5220	Geographic Information Systems I Soils and Landscapes	
Total hours		53-58

* Students must take at last seven (7) hours of 4000-level biology coursework pertinent to their major, with four (4) of those hours being taken at UNI.

^ No more than 4 credits from BIOL 3185 Readings in Biology, BIOL 3190 Undergraduate Research in Biology, and BIOL 4198 Independent Study will be counted toward biology degree requirements.

Honors Research

Students invited to do Honors Research will complete 4 credit hours of BIOL 3190 Undergraduate Research in Biology and 1 credit hour of BIOL 3191 Senior Thesis. The following BA degrees are eligible for Honors Research: Biology BA, Biology: Biomedical BA, and Biology: Ecology, Evolution and Organismal Biology BA.

Four-Year Plan

Biology: Ecology, Evolution and Organismal Biology, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BIOL 2051	General Biology: Organismal Diversity (or BIOL 2052 Gen Bio: Cell Structure & Function)	4
CHEM 1110	General Chemistry I	4
Math course required for major (Based on ALEKS score)		3
UNIFI/General Education or University Electives		3
Hours		14
Spring		
BIOL 2052	General Biology: Cell Structure and Function (or BIOL 2051 Gen Bio: Organismal Diversity)	4
CHEM 1120	General Chemistry II	4
UNIFI/General Education or University Electives		6
Hours		14
Sophomore		
Fall		
BIOL 3100	Evolution, Ecology and the Nature of Science (or BIOL 3140 Genetics)	3
Biology Major Elective 3000-level **		4
UNIFI/General Education or University Electives		6
Hours		13
Spring		
BIOL 3140	Genetics (or BIOL 3100 Evolution, Ecology and the Nature of Science)	4
Biology Major Electives 3000-level **		4
UNIFI/General Education or University Electives		9
Hours		17
Junior		
Fall		
Biology Major Elective 3000/4000 Level **		4
Earth Science/Physics Course		4

UNIFI/General Education or University Electives	6
Hours	14
Spring	
Biology Major Elective 3000/4000 Level **	4
UNIFI/General Education or University Electives	13
Hours	17
Senior	
Fall	
Biology Major Elective 3000/4000 Level **	8
UNIFI/General Education or University Electives	6
Hours	14
Spring	
Biology Major Elective 3000/4000 Level **	3
UNIFI/General Education or University Electives	14
Hours	17
Total Hours	120

* To graduate from UNI with a biology major, students must have both a cumulative and a major UNI GPA of 2.0 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major.

**Students must take at least seven (7) hours of 4000-level biology coursework pertinent to their major, with four (4) of those hours being taken at UNI.

Learning Outcomes

Biology: Ecology, Evolution and Organismal Biology, B.A.

Goals: Students will gain an understanding of major themes in biology (organization of life, diversity and its causes, genetics, and cellular biology) along with deeper exposure to and advanced competency in topics in ecology, evolution, and organismal biology. Students will be able to think critically and communicate effectively on these discipline-specific topics.

Outcomes:

- Students will show proficiency in advanced content from the fields of ecology, evolution, and/or organismal biology that will allow students to explain biodiversity and the relationship of living things with their environment and with each other.
- Students will communicate effectively using discipline-specific vocabulary and standard written and oral scientific communication skills.
- Students will think critically about discipline-specific content as evidenced by an ability to interpret data, to effectively critique arguments, and/or to solve problems relating to natural systems.

Policies

Majors

1. Students should indicate their interest in majoring in biology by filling out a Declaration of Curriculum form any time after their admission to UNI.
2. A student's freshman year shall be devoted primarily to completing the required course work in general biology (BIOL 2051 General Biology: Organismal Diversity and BIOL 2052 General Biology: Cell Structure and Function) and chemistry (CHEM 1110 General Chemistry I and CHEM 1120 General Chemistry II, or

CHEM 1130 General Chemistry I-II). UNIFI/General Education and/or math classes should be taken by students to complete their schedules.

3. For the BS Biology, the BS Environmental Science, the BA Biology, the BA Biology Biomedical Emphasis, the BA Biology-Teaching, and the BA Biology Ecology, Evolution and Organismal Biology emphasis, students must receive a grade of C- (1.67) or higher in courses that are applied to their major. Prior to enrollment in a course, all prerequisites must be completed with a C- (1.67) or higher.
4. ALEKS is a mathematics placement exam used at the University of Northern Iowa. Your academic advisor will use your score on the ALEKS assessment to determine your placement in UNI mathematics, chemistry, and physics courses.
5. A student enrolled in a biology class during fall or spring semester, or who drops a biology course after the first seven days of classes, should contact the department if they want to take the class again in an immediately subsequent semester. The student will only be allowed to register if space remains after all advanced registrations are completed.
6. To graduate from UNI with a BS Biology, a BA Biology, a BA Biology Biomedical Emphasis, or a BA Biology Ecology, Evolution and Organismal Biology emphasis, students must have both a cumulative and a major UNI GPA of 2.00 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major. To graduate from UNI with a BA Biology-Teaching, students must have both a cumulative and a major UNI GPA of 2.50 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major.
7. With the exception of the Biology 3+1 Joint program, to graduate from UNI with a biology major, students must take at least seven (7) hours of 4000-level biology coursework pertinent to their major, with four (4) of those hours being taken at UNI.
8. Transfer students entering UNI shall be subject to the acceptance requirements listed in #3.

Minors

To graduate from UNI with a biology minor, students must have both a cumulative and a minor UNI GPA of 2.00 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the minor.

Notes:

1. A student can declare only one major within the Department of Biology with the exception of the BA Biology Teaching major, which can be paired with another degree in biology.
2. A student with a major within the Department of Biology cannot declare a Biology minor or a Biology-Teaching minor.
3. A student with a major in the interdisciplinary B.A. Environmental Resource Management: Ecosystems Track may not also declare a major or minor in biology.
4. A student with a major in the interdisciplinary B.S. Environmental Science: Environmental Life Science Track may not also declare a major or minor in biology.

Biology - Teaching B.A.

Biology - Teaching Major

The B.A. Biology - Teaching major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

The Biology Teaching major provides a broad education in biology. Along with Educator Essentials courses and student teaching, this curriculum is a sound preparation for teaching life science, biology, and other secondary science courses. This program is an excellent preparation for graduate work in biology or science education.

This major leads to endorsement #151 5-12 Biological Science.

Required:

Introductory track: 15

BIOL 2051	General Biology: Organismal Diversity *
BIOL 2052	General Biology: Cell Structure and Function *
BIOL 3100	Evolution, Ecology and the Nature of Science
BIOL 3140	Genetics

Evolutionary Biology: 3

BIOL 4142/5142	Evolutionary Biology

Plant group: 4

Select one of the following:

BIOL 3109/5109	Plants of North America
BIOL 3120	Plant Diversity and Evolution
BIOL 4172/5172	Developmental Plant Anatomy

Animal group: 3-4

Select one of the following:

BIOL 3101	Human Anatomy and Physiology I
BIOL 3106	Vertebrate Anatomy
BIOL 3160	Field Zoology of Vertebrates
BIOL 3170	Entomology
BIOL 4128/5128	Cell Biology ^^
BIOL 4164/5164	Mammalogy

Ecology Group: 3-4

Select one of the following:

BIOL 4105/5105	Wildlife Ecology and Management
BIOL 4167/5167	Conservation Biology
BIOL 4168/5168	Ecology

Cognate courses: 12

CHEM 1110	General Chemistry I * ^
CHEM 1120	General Chemistry II ^
EARTHSCI 1320	Earth History ^^

Biology elective 4

Choose 4 credits of BIOL course(s) 3000-level or above, not duplicated in other coursework

Total Hours 44-46

* Satisfies UNIFI Scientific Reasoning or a Connect Elective course.

^ Students with excellent preparation in chemistry may substitute CHEM 1130 General Chemistry I-II for CHEM 1110 General Chemistry I and CHEM 1120 General Chemistry II.

^^EARTHSCI 1320 has a prerequisite of EARTHSCI 1300. This prerequisite is waived for Biology Teaching majors.

BIOL 4128/5128 has a prerequisite of BIOL 3100; BIOL 3140; CHEM 2040 or CHEM 2210; and junior standing.

Professional Experiences

Required:

EDUC 2385	Teaching Methods I: Secondary Science *, **	3
EDUC 2485	Teaching Internship I: Secondary Science	3
EDUC 3585/5585	Teaching Methods II: Secondary Science *	3
EDUC 3685/5685	Teaching Internship II: Secondary Science	3
EDUC 4138	Secondary School Teaching	12

Total Hours 24

* A grade of C (2.00) or higher is required for all Methods courses.

**Biology Teaching majors can count EDUC 2385 Teaching Methods I: Secondary Science for category 5 of Educator Essentials.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner 3

EDPSYCH 1500	Reflections on Learning
EDPSYCH 2068	Development and Learning in Sociocultural Contexts
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)

Category 2: Social Contexts of Learning 3

SOCFOUND 2119	Social & Cultural Foundations of Education
SOCFOUND 2134	A Modern History of Education in the United States
SOCFOUND 2334	Education Policy and Politics of Education
TESOL 2015	Language Today

Category 3: Education for All 3

KINES 4152	Adapted Physical Education
SOCFOUND 3334	Education, Power, and Change

SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	
Category 4: The Classroom Environment		3
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
ECIE 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		3
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

Biology Teaching, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BIOL 2051	General Biology: Organismal Diversity (or BIOL 2052 General Biology: Cell Structure and Function)	4
CHEM 1110	General Chemistry I	4
UNIFI/General Education or University Electives		7
Hours		15
Spring		
BIOL 2052	General Biology: Cell Structure and Function (or BIOL 2051 General Biology: Organismal Diversity)	4
CHEM 1120	General Chemistry II	4
Educator Essentials Course		3
UNIFI/General Education or University Electives		4
Hours		15
Sophomore		
Fall		
BIOL 3100	Evolution, Ecology and the Nature of Science (or BIOL 3140 Genetics)	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
BIOL 3140	Genetics (or BIOL 3100 Evolution, Ecology and the Nature of Science)	4
EDUC 2385	Teaching Methods I: Secondary Science	3
EDUC 2485	Teaching Internship I: Secondary Science	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		3
Hours		16
Junior		
Fall		
Biology Group choice		4
Biology Electives		4
Educator Essentials Course		3
UNIFI/General Education or University Electives		6
Hours		17
Spring		
Biology Group choice		4
BIOL 4142/5142	Evolutionary Biology	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		6
Hours		16
Senior		
Fall		
EARTHSCI 1320	Earth History	4
EDUC 3585/5585	Teaching Methods II: Secondary Science	3
EDUC 3685/5685	Teaching Internship II: Secondary Science	3
Biology Group choice		4
Hours		14

Undergraduate Majors, Minors, and Certificates

Spring		
EDUC 4138	Secondary School Teaching	12
Hours		12
Total Hours		120

* To graduate from UNI with a biology major, students must have both a cumulative and a major UNI GPA of 2.50 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major.

**Students must take at least seven (7) hours of 4000-level biology coursework pertinent to their major, with four (4) of those hours being taken at UNI.

Learning Outcomes

Biology Teaching, B.A.

Goals: Students will gain an understanding of major themes in biology (organization of life, diversity and its causes, genetics, and cellular biology) along with deeper exposure to and advanced competency in biological topics of the student's interest in areas including anatomy, physiology, genetics, organismal development, ecology, evolution, and/or organismal biology. Students will be able to think critically and communicate effectively on these discipline-specific topics in ways that allow them to become excellent educators.

Outcomes:

- Students will show proficiency in advanced content from their areas of interest in the fields of anatomy, physiology, development, cellular biology, immunology, genetics, ecology, evolution, and/or evolutionary biology.
- Students will communicate effectively using appropriate teaching strategies for a classroom setting.
- Students will think critically about discipline-specific content as evidenced by an ability to interpret data, to effectively critique arguments, and/or to solve problems relating to living organisms.

Policies

Majors

1. Students should indicate their interest in majoring in biology by filling out a Declaration of Curriculum form any time after their admission to UNI.
2. A student's freshman year shall be devoted primarily to completing the required course work in general biology (BIOL 2051 General Biology: Organismal Diversity and BIOL 2052 General Biology: Cell Structure and Function) and chemistry (CHEM 1110 General Chemistry I and CHEM 1120 General Chemistry II, or CHEM 1130 General Chemistry I-II). UNIFI/General Education and/or math classes should be taken by students to complete their schedules.
3. For the BS Biology, the BS Environmental Science, the BA Biology, the BA Biology Biomedical Emphasis, the BA Biology-Teaching, and the BA Biology Ecology, Evolution and Organismal Biology emphasis, students must receive a grade of C- (1.67) or higher in courses that are applied to their major. Prior to enrollment in a course, all prerequisites must be completed with a C- (1.67) or higher.

4. ALEKS is a mathematics placement exam used at the University of Northern Iowa. Your academic advisor will use your score on the ALEKS assessment to determine your placement in UNI mathematics, chemistry, and physics courses.
5. A student enrolled in a biology class during fall or spring semester, or who drops a biology course after the first seven days of classes, should contact the department if they want to take the class again in an immediately subsequent semester. The student will only be allowed to register if space remains after all advanced registrations are completed.
6. To graduate from UNI with a BS Biology, a BA Biology, a BA Biology Biomedical Emphasis, or a BA Biology Ecology, Evolution and Organismal Biology emphasis, students must have both a cumulative and a major UNI GPA of 2.00 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major. To graduate from UNI with a BA Biology-Teaching, students must have both a cumulative and a major UNI GPA of 2.50 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major.
7. With the exception of the Biology 3+1 Joint program, to graduate from UNI with a biology major, students must take at least seven (7) hours of 4000-level biology coursework pertinent to their major, with four (4) of those hours being taken at UNI.
8. Transfer students entering UNI shall be subject to the acceptance requirements listed in #3.

Minors

To graduate from UNI with a biology minor, students must have both a cumulative and a minor UNI GPA of 2.00 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the minor.

Notes:

1. A student can declare only one major within the Department of Biology with the exception of the BA Biology Teaching major, which can be paired with another degree in biology.
2. A student with a major within the Department of Biology cannot declare a Biology minor or a Biology-Teaching minor.
3. A student with a major in the interdisciplinary B.A. Environmental Resource Management: Ecosystems Track may not also declare a major or minor in biology.
4. A student with a major in the interdisciplinary B.S. Environmental Science: Environmental Life Science Track may not also declare a major or minor in biology.

Business Analytics B.A.

Business Analytics Major

The B.A. Business Analytics major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required Business Core

Business Administration, Interdepartmental		
BUSINESS 1000	Introductory Seminar for Business Professionals	0

Undergraduate Majors, Minors, and Certificates

BUSINESS 2000	Business Professionals in Training	0
Accounting		
ACCT 2120	Principles of Financial Accounting	3
ACCT 2130	Principles of Managerial Accounting	3
Marketing		
MKTG 2110	Principles of Marketing	3
Management		
MGMT 2080	Introduction to Information Systems	3
MGMT 3100	Legal and Social Environment of Business	3
or ACCT 3075	Legal and Ethical Concepts for Accountants	
MGMT 3154	Operations Management	3
MGMT 3965/5965	Organizational Behavior	3
MGMT 4175	Strategic Management *	3
Finance		
FIN 3130	Corporate Finance	3
Economics		
ECON 1011	Statistics for Business Analytics	3
ECON 2090	Decision Analytics	3
ECON 1041	Principles of Macroeconomics	3
ECON 1051	Principles of Microeconomics	3
Mathematics		
STAT 1772	Introduction to Statistical Methods	3
Emphasis requirements (students choose only one area of emphasis)		18
Total Hours		60

* The rest of the business core must be completed before MGMT 4175 (p. 1) is taken.

Emphases

Decision Support

Required

Economics		
ECON 3371	Economic and Business Forecasting	3
Management		
MGMT 2032	Introduction to Programming for Business	3
MGMT 2036	Business Analytics Fundamentals	3
MGMT 3120	Database Management and Theory	3
MGMT 3121	Advanced Business Analytics	3
Electives (Choose one of the following)		3
Economics		
ECON 3373/5373	Introduction to Econometrics	
Finance		

FIN 3210	Financial Modeling and Analytics *
Management	
MGMT 3122	Business Intelligence
Marketing	
MKTG 3116/5116	Marketing Analytics
Total Hours	
18	

* FIN 3210 has prerequisites of ACCT 2120; C- or better in FIN 3130; FIN 3160; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing.

Artificial Intelligence

Required

Management		
MGMT 2032	Introduction to Programming for Business	3
MGMT 2038	AI Foundations for Business	3
MGMT 3124	Applied Programming for AI in Business	3
MGMT/PHIL/RELS 3974	Ethics, Responsible AI, and Business	3
MGMT 4100	Applied AI Projects for Business	3
MGMT 3138	Generative AI and Natural Language Processing for Business	3
Total Hours		18

Note: Business Analytics majors (any emphasis) are allowed to double major with Management Information Systems. Business Analytics: Decision Support emphasis students may pursue the Certificate in Applied AI for Business.

Four-Year Plan

Business Analytics: Decision Support, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3
STAT 1772	Introduction to Statistical Methods	3
ENGLISH 1005	College Writing and Research	3
UNIFI/General Education or University Electives		6
Hours		15

Undergraduate Majors, Minors, and Certificates

Spring		
ECON 1051	Principles of Microeconomics	3
ECON 1011	Statistics for Business Analytics	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
MGMT 2080	Introduction to Information Systems	3
ACCT 2120	Principles of Financial Accounting	3
BUSINESS 2000	Business Professionals in Training	0
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ACCT 2130	Principles of Managerial Accounting	3
ECON 2090	Decision Analytics	3
MKTG 2110	Principles of Marketing	3
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
MGMT 2032	Introduction to Programming for Business	3
MGMT 3965/5965	Organizational Behavior	3
MGMT 3100	Legal and Social Environment of Business	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
FIN 3130	Corporate Finance	3
MGMT 2036	Business Analytics Fundamentals	3
MGMT 3154	Operations Management	3
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
MGMT 3121	Advanced Business Analytics	3
MGMT 3120	Database Management and Theory	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ECON 3371	Economic and Business Forecasting	3
MGMT 4175	Strategic Management	3
Business Analytics Elective		3
UNIFI/General Education or University Electives		6
Hours		15
Total Hours		120

Business Analytics: Artificial Intelligence, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester

schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3
ENGLISH 1005	College Writing and Research	3
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ECON 1051	Principles of Microeconomics	3
ECON 1011	Statistics for Business Analytics	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
MGMT 2080	Introduction to Information Systems	3
ACCT 2120	Principles of Financial Accounting	3
BUSINESS 2000	Business Professionals in Training	0
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ACCT 2130	Principles of Managerial Accounting	3
ECON 2090	Decision Analytics	3
MKTG 2110	Principles of Marketing	3
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
MGMT 2032	Introduction to Programming for Business	3
MGMT 3100	Legal and Social Environment of Business	3
MGMT 3965/5965	Organizational Behavior	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
FIN 3130	Corporate Finance	3
MGMT 2038	AI Foundations for Business	3
MGMT 3154	Operations Management	3
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
MGMT 3124	Applied Programming for AI in Business	3
MGMT 3138	Generative AI and Natural Language Processing for Business	3
MGMT 4175	Strategic Management	3

UNIFI/General Education or University Electives		6
Hours		15
Spring		
MGMT 3974/5974	Ethics, Responsible AI, and Business	3
MGMT 4100	Applied AI Projects for Business	3
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

Learning Outcomes

Business Analytics, B.A.

- **Objective 1: Learners will demonstrate disciplinary content knowledge.**
 - Outcome 1.1. Learners will demonstrate broad knowledge of the business disciplines.
 - Outcome 1.2. Learners will plan and design interactive programs using pseudocode or flow charts using input, process, and output methodology.
 - Outcome 1.3. Learners will define and use variables and different data types (such as string, float, and integers) for program data storage.
 - Outcome 1.4. Learners will describe and implement decision structures and repetitive structures.
 - Outcome 1.5. Learners will create database objects and write simple and complex SQL queries for a relational database.
 - Outcome 1.6. Learners will use techniques for descriptive, predictive, and prescriptive analytics.
- **Objective 2: Learners will display analytical skills to aid in business decision-making.**
 - Outcome 2.1. Learners will display a broad set of quantitative skills.
 - Outcome 2.2. Learners will display appropriate use of relevant technology/software.
 - Outcome 2.3. Learners will describe and use different types of mathematical, logical, and relational operators for mathematical computations.
- **Objective 3: Learners will display strong communication skills.**
 - Outcome 3.1. Learners will demonstrate strong written communication skills required for a business major.
 - Outcome 3.2. Learners will be able to use tools for creating visualizations based on different methodologies; interpret and communicate the essential aspects of data analysis.
- **Objective 4: Learners will be able to apply critical thinking skills.**
 - Outcome 4.1. Learners can resolve syntax, run-time, and logic errors.
- **Objective 5: Learners will be able to identify and ready to exhibit strong work values in contemporary organizations.**
 - Outcome 5.1. Learners will identify ethical components in business situations.
 - Outcome 5.2. Learners will display strong work values associated with professionalism, collaborative work, and DEI.

Policies

Note: A copy of the Wilson College Policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>.

Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Management, MIS, Business Analytics, Human Resource Management, and Supply Chain Management majors may declare a double major and/or major and minor within the Wilson College of Business, subject to regulations imposed by those Wilson College of Business departments affected. Management majors may not major in Human Resource Management or minor in Organizational Leadership. No more than one emphasis area may be declared in Management.

All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). A student must earn a 2.20 cumulative grade point average at UNI; and earn an overall 2.20 grade point average in business designated courses taken at UNI.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These exceptions include major combinations which allow two double-counted courses:

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Management Department may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or a second Wilson College of Business major is based on competitive GPA and space availability.

Business - Teaching B.A. Business - Teaching Major

The Business Teaching major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

This program leads to endorsement #1171 5-12 Business-All.

Required business teaching core

Business Administration, Interdepartmental:

Undergraduate Majors, Minors, and Certificates

BUSINESS 1000	Introductory Seminar for Business Professionals	0
BUSINESS 2000	Business Professionals in Training	0
Accounting:		
ACCT 2120	Principles of Financial Accounting	3
ACCT 2130	Principles of Managerial Accounting	3
Management:		
MGMT 2080	Introduction to Information Systems	3
MGMT 2113	Business Communication	3
MGMT 3100	Legal and Social Environment of Business	3
or ACCT 3075	Legal and Ethical Concepts for Accountants	
MGMT 3965/5965	Organizational Behavior	3
Finance:		
FIN 1040	Financial Skills for Smart Living	3
FIN 3130	Corporate Finance	3
Economics:		
ECON 1011	Statistics for Business Analytics *	3
ECON 2090	Decision Analytics *	3
ECON 1041	Principles of Macroeconomics	3
ECON 1051	Principles of Microeconomics	3
Mathematics:		
STAT 1772	Introduction to Statistical Methods	3
Marketing and Entrepreneurship:		
ENTR 3583/5583	Entrepreneurship	3
MKTG 2110	Principles of Marketing	3
Total Hours		45

* ECON 1041 or ECON 1031 satisfy the Quantitative Reasoning requirement of the UNIFI/General Education program.

Professional Experiences

Required:		
EDUC 2371	Teaching Methods I: Introduction to Business Teaching *	2
EDUC 2471	Teaching Internship I: Business	3
EDUC 3571/5571	Teaching Methods II: Business Teaching *, **	2
EDUC 3671/5671	Teaching Internship II: Business	3
EDUC 4138	Secondary School Teaching	12
Total Hours		22

* A grade of C (2.00) or higher is required for all Methods courses.

**Business Teaching majors may count EDUC 3571/5571 Teaching Methods II: Business Teaching for category 6 of Educator Essentials.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner 3

EDPSYCH 1500	Reflections on Learning
EDPSYCH 2068	Development and Learning in Sociocultural Contexts
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)

Category 2: Social Contexts of Learning 3

SOCFOUND 2119	Social & Cultural Foundations of Education
SOCFOUND 2134	A Modern History of Education in the United States
SOCFOUND 2334	Education Policy and Politics of Education
TESOL 2015	Language Today

Category 3: Education for All 3

KINES 4152	Adapted Physical Education
SOCFOUND 3334	Education, Power, and Change
SOCFOUND 3434	Social Movements and Education
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms
TESOL 3710	Content Area Strategies for English Language Learners

Category 4: The Classroom Environment 3

EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom
EDPSYCH 3300	Level Up: Gamified Learning Environments
ECIE 4151	Early Childhood Curriculum Development and Organization
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments
SOCFOUND 3219	Critical Perspectives on Technology and Education

Category 5: Effective Pedagogy 3

ARTED 4600	Expressive Learning Assessment
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age
MEASRES 3510	Assessment for Learning

TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

Business Teaching Major, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
ECON 1041	Principles of Macroeconomics	3
STAT 1772	Introduction to Statistical Methods	3
FIN 1040	Financial Skills for Smart Living	3
Educator Essentials Course		3
BUSINESS 1000	Introductory Seminar for Business Professionals	0
UNIFI/General Education or University Electives		3
Hours		15
Spring		
ECON 1051	Principles of Microeconomics	3
ECON 1011	Statistics for Business Analytics	3
UNIFI/General Education or University Electives		10
Hours		16
Sophomore		
Fall		
ACCT 2120	Principles of Financial Accounting	3
MGMT 2080	Introduction to Information Systems	3
MKTG 2110	Principles of Marketing	3
Educator Essentials Course		3
BUSINESS 2000	Business Professionals in Training	0
UNIFI/General Education or University Electives		3
Hours		15
Spring		
ACCT 2130	Principles of Managerial Accounting	3
ECON 2090	Decision Analytics	3

Educator Essentials Course		3
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
EDUC 2371	Teaching Methods I: Introduction to Business Teaching	2
EDUC 2471	Teaching Internship I: Business	3
Educator Essentials Course		3
MGMT 3965/5965	Organizational Behavior	3
BUSINESS 3000	Intermediate Professional Skills: (topic)	0
UNIFI/General Education or University Electives		5
Hours		16
Spring		
EDUC 3571/5571	Teaching Methods II: Business Teaching	2
EDUC 3671/5671	Teaching Internship II: Business	3
Educator Essentials Course		3
MGMT 3100	Legal and Social Environment of Business	3
UNIFI/General Education or University Electives		5
Hours		16
Senior		
Fall		
FIN 3130	Corporate Finance	3
ENTR 3583/5583	Entrepreneurship	3
MGMT 2113	Business Communication	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
EDUC 4138	Secondary School Teaching	12
Hours		12
Total Hours		120

Learning Outcomes

Business Teaching Major, B.A.

BA in Business Common Core

- **Objective 1: Students will demonstrate disciplinary content knowledge**
 - 1.1 Create lesson plans for various business high school courses.
 - 1.2 Create a unit plan for a business course.
- **Objective 2: Students will use quantitative skills to aid business decision making**
 - 2.1 Use data from a variety of sources to guide instructional decisions to improve student learning.
- **Objective 3: Students will display communication skills**
 - 3.1 Demonstrate strong verbal and nonverbal skills in the classroom.
 - 3.2 Demonstrate engaging and professional presentations.
- **Objective 4: Students will be able to apply critical thinking skills**
 - 4.1 Reflect on teaching practices to identify areas for improvement.

Undergraduate Majors, Minors, and Certificates

- 4.2 Demonstrate the ability to select and apply a variety of teaching methods to meet diverse needs of learners.

Policies

Note: A copy of the Wilson College policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>.

Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Business Teaching majors may declare a double major and/or major and minor within the Wilson College of Business, subject to regulations imposed by those Wilson College of Business departments affected. Business Teaching majors minoring within the Wilson College of Business must select minors designated for business majors. No more than one emphasis area may be declared in Management.

All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). A student must earn a 2.20 cumulative grade point average at UNI; and earn an overall 2.20 grade point average in Business-designated courses taken at UNI. In addition, Business Teaching majors must complete a total cumulative and cumulative UNI GPA of 2.50 or better.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These exceptions include major combinations which allow two double-counted courses:

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Wilson College of Business may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or a second Wilson College of Business major is based on competitive GPA and space availability.

Chemistry B.A. or B.S. Chemistry B.A. Major

The B.A. Chemistry major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

This program provides experience in all basic areas of chemistry. With appropriate choice of university electives, the B.A. Chemistry

major meets the needs of pre-medical students and students preparing for additional study in related areas such as biochemistry, industrial hygiene, pharmacology and medicinal chemistry, clinical chemistry, and toxicology. It is also suitable for students who wish to combine a chemistry major with a major in another discipline.

Required

Mathematics:		
MATH 1420	Calculus I *	4
MATH 1421	Calculus II	4
Chemistry and Biochemistry:		
CHEM 1110 & CHEM 1120 or CHEM 1130	General Chemistry I and General Chemistry II (*) General Chemistry I-II	5-8
CHEM 1610	Careers In Chemistry	1
CHEM 2010	Chemical Safety Seminar	1
CHEM 2110	Descriptive Inorganic Chemistry	4
CHEM 2210	Organic Chemistry I	3
CHEM 2220	Organic Chemistry II	3
CHEM 2230	Organic Chemistry Laboratory	2
CHEM 2320	Chemical Analysis	3
CHEM 2330	Chemical Analysis Laboratory	2
CHEM 4310/5310	Instrumental Analysis	3
CHEM 4420/5420	Physical Chemistry I	3
CHEM 4430/5430	Physical Chemistry II	3
Elective: 3000/4000 level Chemistry course		1-3
Physics:		
Select one of the following:		8
PHYSICS 1511 & PHYSICS 1512 or	General Physics I and General Physics II	
PHYSICS 1701 & PHYSICS 1702	Physics I for Science and Engineering and Physics II for Science and Engineering	
Total Hours		50-55

* Has prerequisite of satisfactory score on ALEKS exam or subsequent remediation.

Chemistry B.S. Major

The B.S. Chemistry major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

The Bachelor of Science Chemistry major is accredited by the American Chemical Society. This program is recommended for students who wish to prepare for careers as professional chemists. It also provides the most complete preparation for post-graduate study in the field of chemistry.

Required

Mathematics:		
MATH 1420	Calculus I *	4

MATH 1421	Calculus II	4
Chemistry and Biochemistry:		
CHEM 1110 & CHEM 1120 or CHEM 1130	General Chemistry I and General Chemistry II (*) General Chemistry I-II	5-8
CHEM 1610	Careers In Chemistry	1
CHEM 2010	Chemical Safety Seminar	1
CHEM 2110	Descriptive Inorganic Chemistry	4
CHEM 2210	Organic Chemistry I	3
CHEM 2220	Organic Chemistry II	3
CHEM 2230	Organic Chemistry Laboratory	2
CHEM 2320	Chemical Analysis	3
CHEM 2330	Chemical Analysis Laboratory	2
CHEM 3600	Undergraduate Research in Chemistry @	2
CHEM 4110/5110	Inorganic Chemistry	3
CHEM 4310/5310	Instrumental Analysis	3
CHEM 4420/5420	Physical Chemistry I	3
CHEM 4430/5430	Physical Chemistry II	3
CHEM 4440/5440	Physical Chemistry Laboratory	2
CHEM 4510/5510	Biochemistry I	3
Physics:		8
PHYSICS 1701 & PHYSICS 1702	Physics I for Science and Engineering and Physics II for Science and Engineering	
or		
PHYSICS 1512 & PHYSICS 1511	General Physics II and General Physics I	
Elective		3
A 3000-level or higher chemistry content course.		
Total Hours		62-65

* Has prerequisite of satisfactory score on ALEKS exam or subsequent remediation.

@This course meets the Bachelor of Science degree undergraduate research course requirement.

Notes:

1. To satisfy American Chemical Society guidelines for certification of the Chemistry major, the two hours of CHEM 3600 Undergraduate Research required for this program must include completion of a final written report.
2. The elective course should be chosen with the help of the major advisor. This is particularly important for students wishing to earn a certified degree, to assure consistency with the certification guidelines of the American Chemical Society. An appropriate advanced course in another science may be substituted with department head approval.
3. Students wishing to earn a non-certified Bachelor of Science degree may omit CHEM 4110/5110, and CHEM 4510/5510, but must include six additional elective hours in chemistry at the 4000-level or higher.

Honors Research

This emphasis is available to qualified students pursuing the Bachelor of Science program by invitation at the beginning of their junior year. Completion of Honors Research requires 5 credit hours in CHEM 3600 Undergraduate Research and the writing of a senior research thesis. The research credit may be applied to the elective hours of the B.S. degree.

Four-Year Plan

Chemistry, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
CHEM 1110	General Chemistry I	4
MATH 1140	Precalculus	4
UNIFI/General Education or University Electives		6
Hours		14
Spring		
CHEM 1120	General Chemistry II	4
MATH 1420	Calculus I	4
UNIFI/General Education or University Electives		6
Hours		14
Sophomore		
Fall		
CHEM 2210	Organic Chemistry I	3
CHEM 2320	Chemical Analysis	3
CHEM 2330	Chemical Analysis Laboratory	2
MATH 1421	Calculus II	4
PHYSICS 1701	Physics I for Science and Engineering	4
Hours		16
Spring		
CHEM 2010	Chemical Safety Seminar	1
CHEM 2110	Descriptive Inorganic Chemistry	4
CHEM 2220	Organic Chemistry II	3
CHEM 2230	Organic Chemistry Laboratory	2
PHYSICS 1702	Physics II for Science and Engineering	4
UNIFI/General Education or University Electives		3
Hours		17
Junior		
Fall		
CHEM 4420/5420	Physical Chemistry I	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
CHEM 4430/5430	Physical Chemistry II	3
UNIFI/General Education or University Electives		12
Hours		15

Undergraduate Majors, Minors, and Certificates

Senior		
Fall		
CHEM 4310/5310	Instrumental Analysis	3
UNIFI/General Education or University Electives		11
Hours		14
Spring		
UNIFI/General Education or University Electives		15
Hours		15
Total Hours		120

Chemistry, B.S.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
CHEM 1110	General Chemistry I	4
MATH 1420	Calculus I	4
UNIFI/General Education or University Electives		6
Hours		14
Spring		
CHEM 1120	General Chemistry II	4
MATH 1421	Calculus II	4
UNIFI/General Education or University Electives		6
Hours		14
Sophomore		
Fall		
CHEM 2210	Organic Chemistry I	3
CHEM 2320	Chemical Analysis	3
CHEM 2330	Chemical Analysis Laboratory	2
PHYSICS 1701	Physics I for Science and Engineering	4
UNIFI/General Education or University Electives		3
Hours		15
Spring		
CHEM 2010	Chemical Safety Seminar	1
CHEM 2110	Descriptive Inorganic Chemistry	4
CHEM 2220	Organic Chemistry II	3
CHEM 2230	Organic Chemistry Laboratory	2
PHYSICS 1702	Physics II for Science and Engineering	4
UNIFI/General Education or University Electives		3
Hours		17
Junior		
Fall		
CHEM 4310/5310	Instrumental Analysis	3
CHEM 4420/5420	Physical Chemistry I	3
CHEM 4510/5510	Biochemistry I	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
CHEM 4110/5110	Inorganic Chemistry	3
CHEM 4430/5430	Physical Chemistry II	3

CHEM 4440/5440	Physical Chemistry Laboratory	2
UNIFI/General Education or University Electives		7
Hours		15
Senior		
Fall		
CHEM 3600	Undergraduate Research in Chemistry	1
CHEM 4610/5610	Advanced Synthesis Laboratory	2
UNIFI/General Education or University Electives		12
Hours		15
Spring		
CHEM 3600	Undergraduate Research in Chemistry	1
Chemistry Elective (3000/4000 level)		3
UNIFI/General Education or University Electives		11
Hours		15
Total Hours		120

Learning Outcomes

Chemistry, B.A.

University Goal: Communication

- **Program Goal 1:** Students will be able to effectively communicate chemical information to colleagues and the public.
 - **Outcome 1:** Students will be able to prepare and produce scientific written communications using standard chemistry style and format.
 - **Outcome 2:** Students will be able to prepare and deliver an oral presentation on chemical topics.

University Goal: Content Knowledge

- **Program Goal 2:** Students will apply chemical knowledge.
 - **Outcome 3:** Students will demonstrate proficient knowledge and application of chemistry content.

University Goal: Critical Thinking

- **Program Goal 3:** Students will be able to think critically about chemistry.
 - **Outcome 4:** Students will be able to plan the collection of the data needed to test a hypothesis in chemistry.
- **Program Goal 4:** Students will demonstrate the skills needed to successfully conduct experiments and analyze data.
 - **Outcome 5:** Students will conduct experimental measurements and evaluate the accuracy and reliability of data.

Chemistry, B.S.

University Goal: Communication

- **Program Goal 1:** Students will be able to effectively communicate chemical information to colleagues and the public
 - **Outcome 1:** Students will be able to prepare and produce scientific written communications using standard chemistry style and format.
 - **Outcome 2:** Students will be able to prepare and deliver an oral presentation on chemical topics.

University Goal: Content Knowledge

- **Program Goal 2:** Students will apply chemical knowledge.
 - **Outcome 3:** Students will demonstrate proficient knowledge and application of chemistry content.

University Goal: Critical Thinking

- **Program Goal 3:** Students will be able to think critically about chemistry.
 - **Outcome 4:** Students will be able to plan the collection of the data needed to test a hypothesis in chemistry.
- **Program Goal 4:** Students will demonstrate the skills needed to successfully conduct experiments and analyze data
 - **Outcome 5:** Students will conduct experimental measurements and evaluate the accuracy and reliability of data.

Policies

1. Students considering a baccalaureate chemistry major should complete two semesters of general chemistry, CHEM 1110 and CHEM 1120, in the freshman year. Well-prepared students may be permitted to take CHEM 1130, an accelerated course in general chemistry, during their first semester. It is strongly recommended that chemistry majors complete requirements in mathematics and physics within the first two years.

2. Prior to enrollment in a chemistry course, all pre-requisite courses must be completed with a grade of C- or higher.

3. A student enrolled in a chemistry course during fall or spring semester and who wishes to enroll in the same course in the subsequent spring or fall semester should contact the department. The student will be allowed to register only if space remains after all advance registrations are completed.

4. A student cannot declare a Chemistry minor if they are pursuing any B.A. or B.S. major in the Department of Chemistry and Biochemistry. Two majors cannot be earned within the department except for the combination of the B.A. Chemistry Teaching major and either the B.S. Chemistry or the B.S. Biochemistry major.

Chemistry - Teaching B.A. Chemistry - Teaching Major

The B.A. Chemistry - Teaching major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

This program provides preparation for chemistry teachers with successful completion leading to recommendation for State of Iowa licensure in endorsement #152 5-12 Chemistry. Coursework that leads to additional endorsements is recommended and should be selected in consultation with your advisor.

Required

Mathematics:		
MATH 1420	Calculus I *	4
Chemistry and Biochemistry:		
CHEM 1110 & CHEM 1120	General Chemistry I and General Chemistry II (*)	8
CHEM 2010	Chemical Safety Seminar	1
CHEM 2040	Applied Organic and Biochemistry	4
CHEM 2110	Descriptive Inorganic Chemistry	4

CHEM 2320	Chemical Analysis	3
CHEM 2330	Chemical Analysis Laboratory	2
CHEM 4420/5420	Physical Chemistry I	3
Physics:		8

Select one of the following:

PHYSICS 1511 & PHYSICS 1512	General Physics I and General Physics II
or	
PHYSICS 1701 & PHYSICS 1702	Physics I for Science and Engineering and Physics II for Science and Engineering

Total Hours **37**

- * Has prerequisite of satisfactory score on ALEKS exam or subsequent remediation.

Notes:

1. Well-prepared students may substitute *CHEM 1130* for CHEM 1110 and CHEM 1120 ; these students must also substitute CHEM 2210 and CHEM 2230 and CHEM 2220 for CHEM 2040.

Professional Experiences

Required:

EDUC 2385	Teaching Methods I: Secondary Science *, **	3
EDUC 2485	Teaching Internship I: Secondary Science	3
EDUC 3585/5585	Teaching Methods II: Secondary Science *	3
EDUC 3685/5685	Teaching Internship II: Secondary Science	3
EDUC 4138	Secondary School Teaching	12
Total Hours		24

- * A grade of C (2.00) or higher is required for all Methods courses.

**Chemistry Teaching majors can count EDUC 2385 Teaching Methods I: Secondary Science for category 5 of Educator Essentials.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner		3
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		3
SOCFOUND 2119	Social & Cultural Foundations of Education	

Undergraduate Majors, Minors, and Certificates

SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
Category 3: Education for All		3
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	
Category 4: The Classroom Environment		3
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
ECIE 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		3
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

Chemistry Teaching, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional

academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
CHEM 1110	General Chemistry I	4
MATH 1140	Precalculus	4
ENGLISH 1005	College Writing and Research	3
UNIFI/General Education or University Electives		3
Hours		14
Spring		
CHEM 1120	General Chemistry II	4
MATH 1420	Calculus I	4
COMM 1000	Oral Communication	3
Educator Essentials Course		3
Hours		14
Sophomore		
Fall		
CHEM 2040	Applied Organic and Biochemistry	4
CHEM 2320	Chemical Analysis	3
PHYSICS 1511	General Physics I	4
Educator Essentials Course		3
UNIFI/General Education or University Electives		3
Hours		17
Spring		
CHEM 2010	Chemical Safety Seminar	1
CHEM 2330	Chemical Analysis Laboratory	2
PHYSICS 1512	General Physics II	4
EDUC 2385	Teaching Methods I: Secondary Science	3
EDUC 2485	Teaching Internship I: Secondary Science	3
UNIFI/General Education or University Electives		3
Hours		16
Junior		
Fall		
CHEM 2110	Descriptive Inorganic Chemistry	4
Educator Essentials Course		3
UNIFI/General Education or University Electives		9
Hours		16
Spring		
Educator Essentials Courses		6
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
CHEM 4420/5420	Physical Chemistry I	3
EDUC 3585/5585	Teaching Methods II: Secondary Science	3
EDUC 3685/5685	Teaching Internship II: Secondary Science	3
UNIFI/General Education or University Electives		7
Hours		16

Spring		
EDUC 4138	Secondary School Teaching	12
Hours		12
Total Hours		120

Learning Outcomes

Chemistry Teaching, B.A.

University Goal: Communication

- **Program Goal 1:** Students will be able to effectively communicate chemical information to colleagues and the public
 - **Outcome 1:** Students will be able to prepare and produce scientific written communications using standard chemistry style and format.
 - **Outcome 2:** Students will be able to prepare and deliver an oral presentation on chemical topics.

University Goal: Content Knowledge

- **Program Goal 2:** Students will apply chemical knowledge.
 - **Outcome 3:** Students will demonstrate proficient knowledge and application of chemistry content.

University Goal: Critical Thinking

- **Program Goal 3:** Students will demonstrate the skills needed to successfully conduct experiments and analyze data.
 - **Outcome 4:** Students will conduct experimental measurements and evaluate the accuracy and reliability of data.

Communication B.A.

Communication Major

The B.A. Communication major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours. Students may choose to take a certificate to facilitate their path through the major.

Required

Department Core:		
CM CORE 1001	Digital Toolbox	3
CM CORE 2020	Communication Research Methods	3
COMM 3155	Professional and Public Communication	3
CM CORE 3255	Advocacy Campaigns	3
COMM 3455	Creativity, Storytelling and Identity	3
CM CORE 4124	Communication and Media Theories	3
CM CORE 3900/5900	Internship in Communication and Media	3
Communication:		
COMM 2256	Performing Texts	3
or COMM 2257	Argumentation and Debate	
or COMM DM 1630	Start a Podcast	
COMM 2344	Interpersonal Communication	3

or COMM 2205	Group Communication	
or COMM 4344/5344	Intercultural Communication	
COMM 4155/5155	Organizational Communication Assessment	3
or COMM 4021/5021	Quantitative Research Methods	
or COMM 4022/5022	Qualitative Research Methods	
or COMM 4023/5023	Rhetorical Research Methods	
COMM 3001	Seminar in Communication: (Topic)	3
Select three from the following Theories and Concepts courses:		9
COMM 2456	Communication and Popular Culture	
COMM 3000/5000	Selected Topics in Communication	
COMM 3236/CAP 3128	Ethics in Communication	
COMM 3055	Organizational Communication	
COMM 3456	Practicing Public Advocacy	
COMM 4116/5116	Health Communication	
COMM 4120/5120	Inclusive Leadership in the Workplace	
COMM 4134/5134	Organizational Cultures and Communication	
COMM 4211/5211	Rhetoric and Civic Culture	
COMM 4213/5213	Visual Rhetoric	
COMM 4216/5216	Political Communication	
COMM 4217/5217	Freedom of Speech	
COMM 4218	Persuasion	
COMM 4311	Nonverbal Communication	
COMM 4320	Leadership Communication and Citizenship	
COMM 4322/5322	Advanced Interpersonal Communication *	
COMM 4333/5333	Communication and Conflict Management	
COMM 4344/5344	Intercultural Communication	
COMM 4346/5346	Gender Issues in Communication	
COMM 4347/5347	Family Communication *	
COMM 4412/5412	Performing History	
COMM 4444/5444	Communication, Community, and Change	
COMM 4446/5446	Voices from the Margin: Performance, Rhetoric, and Social Change	
COMM 4448/5448	Cultural Performance	
COMM 4544/5544	Digital Culture and Communication	
COMM 4559	Communication Education and Training	

Undergraduate Majors, Minors, and Certificates

COMM 4909/5909	Readings in Performance Studies*	
Total Hours		42

* These courses have additional prerequisites as follows:
COMM 4155/5155 has prerequisites of COMM 3055; junior standing.
COMM 4909/5909 has prerequisites of COMM 2256;
COMM 4448/5448; junior standing.
COMM 4347/5347 and COMM 4322/5322 have prerequisite of COMM 2344.

Four-Year Plan
Communication, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
COMM 1000	Oral Communication	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
COMM 2344	Interpersonal Communication (or COMM 1205 Group Communication Skills or COMM 4344 Intercultural Communication)	3
UNIFI/General Education or University Electives		12
Hours		15
Sophomore		
Fall		
CM CORE 1001	Digital Toolbox	3
CM CORE 2020	Communication Research Methods	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
COMM 3155	Professional and Public Communication	3
COMM 2256	Performing Texts (or COMM 2257 or COMM DM 1630)	3
UNIFI/General Education or University Electives		10
Hours		16
Junior		
Fall		
CM CORE 3255	Advocacy Campaigns	3
Major Theories and Concepts Course		3
CM CORE 4124	Communication and Media Theories	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
COMM 3455	Creativity, Storytelling and Identity	3

COMM 4155 or COMM 4021 or COMM 4022 or COMM 4023		3
UNIFI/General Education or University Electives		8
Hours		14
Senior		
Fall		
CM CORE 3900/5900	Internship in Communication and Media	3
Major Theories and Concepts Course		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
Major Theories and Concepts Course		3
COMM 3001	Seminar in Communication: (Topic)	3
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

Learning Outcomes
Communication, B.A.

Goal #1: Apply knowledge (UNI learning goal: Program content knowledge)

- SLO 1: Connect communication and media knowledge (e.g theories, perspectives, principles, practices, skills, methodologies) with relevant experiences and/or new situations.

Goal #2: Communicate competently (UNI learning goal: Communication)

- SLO 2a: Communicate competently in a professional setting.
- SLO 2b: Create messages and/or digital content that reflect an understanding of the audience, purpose, and context.
- SLO 2c: Deliver messages and/or digital content in an appropriate and effective form.

Goal #3: Think critically (UNI learning goal: Critical thinking)

- SLO 3a: Think critically in a professional setting.
- SLO 3b: Critically evaluate issues, messages, or practices with a communication and media perspective.

Policies

Note: Students majoring in Public Relations must achieve a minimum grade of C (2.00) in all courses to be applied toward departmental majors or minors. To graduate with a major in Communication (Liberal Arts), Digital Media, Interactive Digital Studies, or Public Relations, a student must earn a cumulative GPA of 2.50.

Communication Disorders
B.A.
Communication Disorders Major

The B.A. Communication Disorders major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required

Communication Disorders

CSD 1000	Understanding Communication Disorders	3
CSD 3100	Language Acquisition in Children: Birth to 5 Years	3
CSD 3120	Phonetics in Communicative Disorders	3
CSD 3135	Anatomy and Physiology of Speaking Mechanism	3
CSD 3130/5130	Neuroscience and the Study of Communication Disorders	3
CSD 3200/5200	Language of School-aged Children	3
CSD 3220	Disorders of Speech Sounds	3
CSD 3250/5250	Speech Science	3
CSD 3260/5260	Hearing Science	3
CSD 3270/5270	Introduction to Audiology	3
CSD 3650	Clinical Processes	2
CSD 3900/5900	Aural Rehabilitation	3
Statistical Measurement:		3

STAT 1772	Introduction to Statistical Methods

Additional Requirements

Students must select a minimum of 10 credit hours from Option 1 or Option 2	10

Option 1: Pre-professional speech-language pathology

Communication Disorders:

CSD 3140/5140	Introduction to Neurogenic Disorders
CSD 3700/5700	Communication Disorders and Differences Across the Lifespan
CSD 3150	Developmental Neurology in Communication Sciences and Disorders

CSD 4500	Clinical Practice

Option 2: Pre-professional audiology

Psychology:

PSYCH 3101	Biopsychology
PSYCH 3204/5204	Psychology of Aging
PSYCH 3303/5303	Health Psychology

Social Work:

SW 3143	Self-Care and Stress Management in Helping Professions

Communication Disorders

CSD 3140/5140	Introduction to Neurogenic Disorders
CSD 3700/5700	Communication Disorders and Differences Across the Lifespan
CSD 4000/5000	Honors in Communicative Disorders

CSD 4100/5100	Augmentative and Alternative Communication

CSD 3150	Developmental Neurology in Communication Sciences and Disorders

CSD 4500	Clinical Practice

Total Hours	48

Students must have an overall GPA of 3.00 or consent of the department head to declare a major in Communication Disorders. Declaration of the major must occur before enrollment in CSD 3650 and all accompanying courses in that semester's sequence. Transfers into the major must have a GPA of 3.00 to be accepted into the program. An overall GPA of 3.00 must be maintained throughout the undergraduate program or approval to continue must be obtained from the department head. Students must complete 25 clock hours of supervised clinical observation prior to beginning CSD 4500.

Students must receive a grade of B- or better in the required core courses offered by the Department of Communication Sciences and Disorders, and in the courses taken in either option, in order to receive credit toward the major. Students must repeat any major course (other than the course in statistics) for which they receive a grade lower than a B- . Any one course may be repeated once; a second failure to meet the required B- grade will necessitate review and consultation with the student's advisor and the department head. If a student does not attain and maintain the grade point requirement of the department, the student's Declaration of Major will be revoked and the individual referred to the Office of the Registrar as an undeclared student. All majors and all provisional majors must obtain their advisor's signature before registering for, adding, or dropping classes.

Students who plan on continuing in a graduate program in audiology or speech-language pathology, and completing professional certification requirements, are advised that they will need coursework in the biological, physical, and social/behavioral sciences. Usually, this requirement is fulfilled by courses taken in the UNIFI/General Education program. In the sciences, the content in the physical sciences should be physics or chemistry; social/behavioral sciences should be psychology, sociology, or anthropology.

Four-Year Plan

Communication Disorders, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
UNIFI/General Education or University Electives		15
Hours		15
Spring		
UNIFI/General Education or University Electives		15
Hours		15

Undergraduate Majors, Minors, and Certificates

Sophomore

Fall

STAT 1772	Introduction to Statistical Methods	3
CSD 1000	Understanding Communication Disorders	3
UNIFI/General Education or University Electives		12

Hours 18

Spring

CSD 3135	Anatomy and Physiology of Speaking Mechanism	3
CSD 3120	Phonetics in Communicative Disorders	3
CSD 3100	Language Acquisition in Children: Birth to 5 Years	3
UNIFI/General Education or University Electives		6

Hours 15

Junior

Fall

CSD 3130/5130	Neuroscience and the Study of Communication Disorders	3
CSD 3220	Disorders of Speech Sounds	3
CSD 3200/5200	Language of School-aged Children	3
CSD 3260/5260	Hearing Science	3
UNIFI/General Education or University Electives		3

Hours 15

Spring

CSD 3140/5140	Introduction to Neurogenic Disorders	3
CSD 3270/5270	Introduction to Audiology	3
CSD 3250/5250	Speech Science	3
UNIFI/General Education or University Electives		6

Hours 15

Senior

Fall

CSD 3650	Clinical Processes(Fall or Spring)	2
CSD 3900/5900	Aural Rehabilitation	3
UNIFI/General Education or University Electives		7

Hours 12

Spring

CSD 4500	Clinical Practice(Fall or Spring)	1
CSD 3700/5700	Communication Disorders and Differences Across the Lifespan	3
CSD 3150	Developmental Neurology in Communication Sciences and Disorders	3
UNIFI/General Education or University Electives		8

Hours 15

Total Hours 120

* Has a GPA requirement higher than the university and UNI GPA requirement. Must maintain GPA of 3.0 or higher.

**Requires a minimum grade of B- in major courses.

Learning Outcomes

Communication Disorders, B.A.

- **Critical Thinking Goal:** Students will demonstrate appropriate application of clinical procedures and processes, and problem-solving, in the treatment of speech and language disorders.
 - **Critical Thinking Outcome 1:** Undergraduate students will summarize areas of difficulty and provide solutions to a problem depicted in a case scenario.
 - **Critical Thinking Outcome 2:** The students will distinguish whether or not information from a journal article applies to the intervention development for a case scenario.
- **Communication Goal:** Students will demonstrate written communication skills consistent with the requirements of the discipline.
 - **Communication Outcome 1:** Undergraduate students enrolled in CSD 4500 Clinical Practice will compose discipline-specific clinical documents incorporating appropriate written communication skills.
 - **Communication Outcome 2:** Students will summarize journal articles in writing incorporating appropriate written communication skills.
- **Content Knowledge Goal:** Students will learn, integrate, and apply discipline specific knowledge.
 - **Content Knowledge Outcome 1:** Students will recall foundational information across courses of previously learned information.
 - **Content Knowledge Outcome 2:** Students will integrate and apply discipline specific knowledge as depicted in a case scenario.

Communication: Digital Media B.A.

Communication: Digital Media Major

The B.A. Communication: Digital Media major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

There are three major emphases in Communication: Digital Media; Digital Journalism, Digital Media Leadership, and Digital Media Production.

Required

Department Core:		
CM CORE 1001	Digital Toolbox	3
CM CORE 1010	Mass Communication and Society	3
COMM 3155	Professional and Public Communication	3
CM CORE 3255	Advocacy Campaigns	3
COMM 3455	Creativity, Storytelling and Identity	3
CM CORE 4124	Communication and Media Theories	3

CM CORE 3900/5900	Internship in Communication and Media	3
Digital Media:		
COMM DM 1652	Writing for Digital Media	3
COMM DM 2950	Applied Digital Media	1
COMM DM 4630/5630	Digital Media Law and Ethics	3
Select one of the following three emphases:		21
Total Hours		49

Emphasis 1: Digital Journalism

Required

Communication:		
COMM 3555	Interactive Digital Communication	3

Digital Media:		
COMM DM 1620	Fundamentals of Journalism	3
COMM DM 2653	News Writing and Reporting	3
COMM DM 3659	Editing and Design	3
COMM DM 4650	Advanced News Writing and Reporting	3

Electives (Select 6 hours from the following): 6

Digital Media:		
COMM DM 1630	Start a Podcast	
COMM DM 2651	Digital Media Production II	
COMM DM 2950	Applied Digital Media	
COMM DM 3651	Advanced Digital Media Production: Television News *	
COMM DM 3652	Advanced Digital Media Production: Documentary *	
COMM DM 3658	Digital Journalism: (Topic)	
COMM DM 3660	Sports Journalism	
COMM DM 4644/5644	Global Media: (Topic)	
COMM DM 4651	Digital Media Practicum: (Topic) *	
COMM DM 4655	Photojournalism	
COMM DM 4656/5656	Feature Writing	
Communication:		
COMM 4558/5558	Interactive Digital Visualization: (Topic)	

Emphasis 2: Digital Media Leadership

Required

Digital Media:		
COMM DM 2651	Digital Media Production II	3
COMM DM 3656	Digital Media Industries	3
COMM DM 4653/5653	Digital Media Distribution	3
COMM DM 4654/5654	Digital Media Management	3
Economics (3 hours chosen from the following):		3
ECON 1031	Introduction to Business Economics **	
ECON 1041	Principles of Macroeconomics	
Marketing:		
MKTG 2110	Principles of Marketing	3

and one of the following courses:		3
MGMT 3965/5965	Organizational Behavior	
MKTG 3113/5113	Consumer Behavior	
MKTG 3143	Advertising and Promotion	
MKTG 3146/5146	Digital Advertising	
ENTR 3583/5583	Entrepreneurship	

Emphasis 3: Digital Media Production

Required

Digital Media:		
COMM DM 2651	Digital Media Production II	3
Select 6 hours from the following:		6

COMM DM 3651	Advanced Digital Media Production: Television News	
COMM DM 3652	Advanced Digital Media Production: Documentary	
COMM DM 3653	Advanced Digital Media Production: Fiction	
COMM DM 3654	Advanced Digital Media Production: Video Editing	
COMM DM 3655	Advanced Digital Media Production: Audio	

Select 3 hours from the following:		3
COMM DM 4653/5653	Digital Media Distribution	
COMM DM 4654/5654	Digital Media Management	

Electives (Chosen from the following) 9

Art (up to 3 hours can be counted as electives):		
ART 2030	Graphic Design I	
ART 2070	Creative Photography I: Digital Photography	

Communication:		
COMM 3555	Interactive Digital Communication	

Computer Science (up to 3 hours can be counted as electives):		
CS 1120	Media Computation	
CS 3120/5120	User Interface Design	

Digital Media:		
COMM DM 1620	Fundamentals of Journalism	
COMM DM 1630	Start a Podcast	
COMM DM 2652	Emerging Digital Media: (Topic)	
COMM DM 2653	News Writing and Reporting *	
COMM DM 2654	Scriptwriting for Digital Media	
COMM DM 2950	Applied Digital Media	
COMM DM 3651	Advanced Digital Media Production: Television News	
COMM DM 3652	Advanced Digital Media Production: Documentary	
COMM DM 3653	Advanced Digital Media Production: Fiction	
COMM DM 3654	Advanced Digital Media Production: Video Editing	

Undergraduate Majors, Minors, and Certificates

COMM DM 3655	Advanced Digital Media Production: Audio
COMM DM 3656	Digital Media Industries
COMM DM 3659	Editing and Design *
COMM DM 4641/56	Critical Studies in Digital Media: (Topic) *
COMM DM 4642/564	Digital Technologies: (Topic)
COMM DM 4651	Digital Media Practicum: (Topic) *
COMM DM 4652	Digital Media Projects *
COMM DM 4655	Photojournalism *

English:

ENGLISH 4660/5660	Film History *

Marketing:

MKTG 3146/5146	Digital Advertising *

* These courses have additional prerequisites as follows:
 COMM DM 2653 has a prerequisite of COMM DM 1620.
 COMM DM 3651 and COMM DM 3652 have a prerequisite of COMM DM 2651.
 COMM DM 3659 and COMM DM 4655 have a prerequisite of COMM DM 2653.
 COMM DM 4651 and COMM DM 4652 have the prerequisite of any of the following: COMM DM 3651, COMM DM 3652, COMM DM 3653, COMM DM 3654, or COMM DM 3655.
 ENGLISH 4660/5660 has prerequisite of ENGLISH 2120 or ENGLISH 2650.
 MKTG 3146 has prerequisites of MKTG 2110; ECON 1031 or ECON 1041
 **ECON 1031 may be used to satisfy the Quantitative Reasoning requirement in the UNIFI/General Education program.

Four-Year Plan

Communication: Digital Media-Journalism, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
COMM 1000	Oral Communication	3
CM CORE 1001	Digital Toolbox	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ENGLISH 1005	College Writing and Research	3
CM CORE 1010	Mass Communication and Society	3
COMM DM 1620	Fundamentals of Journalism	3
UNIFI/General Education or University Electives		6
Hours		15

Sophomore		
Fall		
COMM 3555	Interactive Digital Communication	3
COMM DM 1652	Writing for Digital Media	3
COMM DM 2653	News Writing and Reporting	3
UNIFI/General Education or University Electives		6
Hours		15

Spring		
COMM 3155	Professional and Public Communication	3
COMM DM 3659	Editing and Design	3
CM CORE 3255	Advocacy Campaigns	3
UNIFI/General Education or University Electives		6
Hours		15

Junior		
Fall		
COMM DM 4650	Advanced News Writing and Reporting	3
COMM DM 2950	Applied Digital Media (or COMM DM 3950 Advanced Digital Media)	1
Major Elective		3
UNIFI/General Education or University Electives		9
Hours		16

Spring		
CM CORE 4124	Communication and Media Theories	3
COMM DM 4630/5630	Digital Media Law and Ethics	3
UNIFI/General Education or University Electives		9
Hours		15

Senior		
Fall		
COMM 3455	Creativity, Storytelling and Identity	3
CM CORE 3900/5900	Internship in Communication and Media	3
UNIFI/General Education or University Electives		9
Hours		15

Spring		
Major Elective		3
UNIFI/General Education or University Electives		11
Hours		14
Total Hours		120

Communication: Digital Media-Leadership, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
COMM 1000	Oral Communication	3
CM CORE 1001	Digital Toolbox	3
UNIFI/General Education or University Electives		9
Hours		15

Undergraduate Majors, Minors, and Certificates

Spring		
ENGLISH 1005	College Writing and Research	3
CM CORE 1010	Mass Communication and Society	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
COMM DM 1652	Writing for Digital Media	3
COMM DM 3656	Digital Media Industries	3
Economics Area		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
COMM 3155	Professional and Public Communication	3
CM CORE 3255	Advocacy Campaigns	3
MKTG 2110	Principles of Marketing	3
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
Marketing/Management/Business Area		3
COMM DM 4654/5654	Digital Media Management	3
COMM DM 2950	Applied Digital Media (or COMM DM 3950 Advanced Applied Digital Media)	1
UNIFI/General Education or University Electives		9
Hours		16
Spring		
CM CORE 4124	Communication and Media Theories	3
COMM DM 4630/5630	Digital Media Law and Ethics	3
Marketing/Management/Business Area		3
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
COMM 3455	Creativity, Storytelling and Identity	3
COMM DM 4653/5653	Digital Media Distribution	3
CM CORE 3900/5900	Internship in Communication and Media	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
UNIFI/General Education or University Electives		14
Hours		14
Total Hours		120

Communication: Digital Media-Production, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
COMM 1000	Oral Communication	3
CM CORE 1001	Digital Toolbox	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ENGLISH 1005	College Writing and Research	3
CM CORE 1010	Mass Communication and Society	3
COMM DM 1652	Writing for Digital Media	3
UNIFI/General Education or University Electives		6
Hours		15
Sophomore		
Fall		
COMM DM 2651	Digital Media Production II	3
Major Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
COMM 3155	Professional and Public Communication	3
Major Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
COMM DM 3651 or COMM DM 3652 or COMM DM 3653 or COMM DM 3654 or COMM DM 3655		3
CM CORE 3255	Advocacy Campaigns	3
COMM DM 2950	Applied Digital Media (or COMM DM 3950 Advanced Applied Digital Media)	1
Major Elective		3
UNIFI/General Education or University Electives		6
Hours		16
Spring		
CM CORE 4124	Communication and Media Theories	3
COMM DM 4630/5630	Digital Media Law and Ethics	3
Major Elective		3
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
COMM 3455	Creativity, Storytelling and Identity	3
COMM DM 4653/5653	Digital Media Distribution (or COMM DM 4654 Digital Media Management)	3
CM CORE 3900/5900	Internship in Communication and Media	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
COMM DM 3651 or COMM DM 3652 or COMM DM 3653 or COMM DM 3654 or COMM DM 3655		3
UNIFI/General Education or University Electives		11
Hours		14
Total Hours		120

Learning Outcomes

Communication: Digital Media, B.A.

Goal #1: Apply knowledge (UNI learning goal: Program content knowledge)

- SLO 1: Connect communication and media knowledge (e.g theories, perspectives, principles, practices, skills, methodologies) with relevant experiences and/or new situations.

Goal #2: Communicate competently (UNI learning goal: Communication)

- SLO 2a: Communicate competently in a professional setting.
- SLO 2b: Create messages and/or digital content that reflect an understanding of the audience, purpose, and context.
- SLO 2c: Deliver messages and/or digital content in an appropriate and effective form.

Goal #3: Think critically (UNI learning goal: Critical thinking)

- SLO 3a: Think critically in a professional setting.
- SLO 3b: Critically evaluate issues, messages, or practices with a communication and media perspective.

Policies

Note: Students majoring in Public Relations must achieve a minimum grade of C (2.00) in all courses to be applied toward departmental majors or minors. To graduate with a major in Communication (Liberal Arts), Digital Media, Interactive Digital Studies, or Public Relations, a student must earn a cumulative GPA of 2.50.

Communication: Public Relations B.A.

Communication: Public Relations Major

The B.A. Communication: Public Relations major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required

Department Core:		
CM CORE 1001	Digital Toolbox	3
CM CORE 2020	Communication Research Methods	3
COMM 3155	Professional and Public Communication	3
CM CORE 3255	Advocacy Campaigns	3
COMM 3455	Creativity, Storytelling and Identity	3
CM CORE 4124	Communication and Media Theories	3
CM CORE 3900/5900	Internship in Communication and Media	3
Public Relations:		

COMM PR 1811	Principles of Public Relations	3
COMM PR 3855	Public Relations Writing	3
COMM PR 4811/5811	Public Relations: Cases and Studies	3
COMM PR 4857/5857 or COMM PR 4859/5	Crisis Communication Social Media	3
Digital Media:		
COMM DM 1620	Fundamentals of Journalism	3
COMM DM 2653	News Writing and Reporting	3
COMM DM 3659	Editing and Design	3
Business:		
ACCT 2120	Principles of Financial Accounting	3
ECON 1031 or ECON 1041	Introduction to Business Economics Principles of Macroeconomics	3
MKTG 2110	Principles of Marketing	3
Select one of the following three emphases		9
Emphasis 1: Strategic Public Relations		
COMM PR 4822/5822 or COMM PR 4858/5858	Global Public Relations Public Relations	3
COMM 3055	Organizational Communication	
MGMT 3965/5965	Organizational Behavior	
Emphasis 2: Special Events		
COMM PR 4856/5856	Public Relations Special Events Planning	3
COMM PR 4858/5858	Sports Public Relations	
MKTG 3146/5146 or MKTG 3153	Digital Advertising Professional Selling	
Emphasis 3: Sports Public Relations		
COMM PR 4858/5858	Sports Public Relations	3
COMM PR 4822/5822	Global Public Relations	
KINES 3125 or COMM DM 3669 or COMM DM 1638	Introduction to Sport Administration Sports Journalism Start a Podcast	
Total Hours		60

Four-Year Plan

Communication/Public Relations: Strategic Public Relations, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
COMM 1000	Oral Communication (or equivalent)	3

ENGLISH 1005	College Writing and Research	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
CM CORE 1001	Digital Toolbox	3
UNIFI/General Education or University Electives		12
Hours		15
Sophomore		
Fall		
COMM DM 1620	Fundamentals of Journalism	3
COMM PR 1811	Principles of Public Relations	3
ECON 1031 Introduction to Economics or ECON 1041 Principles of Macroeconomics		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
COMM 3055	Organizational Communication	3
CM CORE 2020	Communication Research Methods	3
ACCT 2120	Principles of Financial Accounting	3
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
CM CORE 4124	Communication and Media Theories	3
COMM DM 2653	News Writing and Reporting	3
COMM PR 3855	Public Relations Writing	3
MKTG 2110	Principles of Marketing	3
UNIFI/General Education or University Electives		3
Hours		15
Spring		
COMM 3155	Professional and Public Communication	3
COMM DM 4630/5630	Digital Media Law and Ethics	3
CM CORE 3255	Advocacy Campaigns	3
COMM 3455	Creativity, Storytelling and Identity	3
UNIFI/General Education or University Electives		3
Hours		15
Senior		
Fall		
COMM DM 3659	Editing and Design	3
COMM PR 4811/5811	Public Relations: Cases and Studies	3
MGMT 3965/5965	Organizational Behavior	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
COMM PR 4822/5822	Global Public Relations (or COMM PR 4858 Sports Public Relations)	3
CM CORE 3900/5900	Internship in Communication and Media	3
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

Communication/Public Relations: Special Events, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
COMM 1000	Oral Communication	3
ENGLISH 1005	College Writing and Research	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
CM CORE 1001	Digital Toolbox	3
UNIFI/General Education or University Electives		12
Hours		15
Sophomore		
Fall		
COMM DM 1620	Fundamentals of Journalism	3
COMM PR 1811	Principles of Public Relations	3
ECON 1031 Introduction to Economics or ECON 1041 Principles of Macroeconomics		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
CM CORE 2020	Communication Research Methods	3
COMM PR 4856/5856	Public Relations Special Events Planning	3
ACCT 2120	Principles of Financial Accounting	3
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
CM CORE 4124	Communication and Media Theories	3
COMM DM 2653	News Writing and Reporting	3
COMM PR 3855	Public Relations Writing	3
MKTG 2110	Principles of Marketing	3
UNIFI/General Education or University Electives		3
Hours		15
Spring		
COMM 3155	Professional and Public Communication	3
CM CORE 3255	Advocacy Campaigns	3
COMM 3455	Creativity, Storytelling and Identity	3
RTNL 3777/5777	Special Events Management (or RTNL 3778/5778 Community Based Tourism or RTNL 2120 Foundations of Tourism)	3
UNIFI/General Education or University Electives		3
Hours		15
Senior		
Fall		
COMM DM 3659	Editing and Design	3

Undergraduate Majors, Minors, and Certificates

COMM PR 4858/5858	Sports Public Relations	3
MKTG 3153	Professional Selling (or MKTG 3146 Digital Advertising)	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
CM CORE 3900/5900	Internship in Communication and Media	3
COMM PR 4811/5811	Public Relations: Cases and Studies	3
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

Communication/Public Relations: Sports Public Relations, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
COMM 1000	Oral Communication	3
ENGLISH 1005	College Writing and Research(or equivalent)	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
CM CORE 1001	Digital Toolbox	3
UNIFI/General Education or University Electives		12
Hours		15
Sophomore		
Fall		
COMM PR 1811	Principles of Public Relations	3
COMM DM 1620	Fundamentals of Journalism	3
ECON 1031 Introduction to Economics or ECON 1041 Principles of Macroeconomics		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
CM CORE 2020	Communication Research Methods	3
ACCT 2120	Principles of Financial Accounting	3
COMM PR 3855	Public Relations Writing	3
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
CM CORE 4124	Communication and Media Theories	3
COMM DM 2653	News Writing and Reporting	3
CM CORE 3255	Advocacy Campaigns	3
MKTG 2110	Principles of Marketing	3
UNIFI/General Education or University Electives		3
Hours		15

Spring		
COMM 3155	Professional and Public Communication	3
MKTG 3173	Product Management	3
COMM PR 4858/5858	Sports Public Relations	3
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
COMM DM 3659	Editing and Design	3
COMM 3455	Creativity, Storytelling and Identity	3
COMM PR 4822/5822	Global Public Relations	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
COMM PR 4811/5811	Public Relations: Cases and Studies	3
CM CORE 3900/5900	Internship in Communication and Media	3
UNIFI/General Education or University Electives		6
KINES 3125	Introduction to Sport Administration (or COMM DM 3660 or COMM DM 1630)	3
Hours		15
Total Hours		120

Learning Outcomes

Communication: Public Relations, B.A.

Goal #1: Apply knowledge (UNI learning goal: Program content knowledge)

- **SLO 1:** Connect communication and media knowledge (e.g theories, perspectives, principles, practices, skills, methodologies) with relevant experiences and/or new situations.

Goal #2: Communicate competently (UNI learning goal: Communication)

- **SLO 2a:** Communicate competently in a professional setting.
- **SLO 2b:** Create messages and/or digital content that reflect an understanding of the audience, purpose, and context.
- **SLO 2c:** Deliver messages and/or digital content in an appropriate and effective form.

Goal #3: Think critically (UNI learning goal: Critical thinking)

- **SLO 3a:** Think critically in a professional setting.
- **SLO 3b:** Critically evaluate issues, messages, or practices with a communication and media perspective.

Policies

Note: Students majoring in Public Relations must achieve a minimum grade of C (2.00) in all courses to be applied toward departmental majors or minors. To graduate with a major in Communication (Liberal Arts), Digital Media, Interactive Digital Studies, or Public Relations, a student must earn a cumulative GPA of 2.50.

Communication-Theatre - Teaching B.A.

Communication-Theatre - Teaching Major

The B.A. Communication-Theatre - Teaching major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

The teaching major in communication and theatre is offered jointly by the Departments of Communication and Media and Theatre.

This major leads to endorsement #168 5-12 Speech Communications/Theatre.

Required

Communication and Media:		
COMM 2257	Argumentation and Debate	3
COMM 3155	Professional and Public Communication	3
COMM 3455	Creativity, Storytelling and Identity	3
CM CORE 4124	Communication and Media Theories	3
COMM DM 1611	Media and Power	3
or CM CORE 1001	Digital Toolbox	
or CM CORE 1010	Mass Communication and Society	
Theatre:		
THEATRE 1010	Foundations of Theatre (THEATRE 1010 is a co-requisite with THEATRE 1011)	3
THEATRE 1011	Foundations of Theatre Lab	1
THEATRE 1030	Acting	3
THEATRE 1012	Stagecraft: Scenery/Lights	3
THEATRE 3060	History of the Theatre I	3
THEATRE 3160	Directing	3
Total Hours		31

Professional Experiences

Required:		
EDUC 2387	Teaching Methods I: Methods of Teaching Communication *	3
EDUC 2487	Teaching Internship I: Communication & Theatre	2
EDUC 3587/5587	Teaching Methods II: Methods of Teaching Drama & Theatre *, **	3
EDUC 3687/5687	Teaching Internship II: Communication & Theatre	2
EDUC 4138	Secondary School Teaching	12
Total Hours		22

* A grade of C (2.00) or higher is required for all Methods courses.

**Communication Theatre Teaching majors can count EDUC 3587/5587 Teaching Methods II: Methods of Teaching Drama & Theatre for category 4 in Educator Essentials.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner		3
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		3
SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
Category 3: Education for All		3
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	
Category 4: The Classroom Environment		3
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
ECIE 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		3
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	

Undergraduate Majors, Minors, and Certificates

MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

Communication-Theatre-Teaching, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
THEATRE 1010	Foundations of Theatre	3
THEATRE 1011	Foundations of Theatre Lab	1
COMM 3455	Creativity, Storytelling and Identity	3
UNIFI/General Education or University Electives		9
Hours		16
Spring		
CM CORE 1001	Digital Toolbox (or CM CORE 1010 or COMM DM 1611)	3
THEATRE 1030	Acting	3
Educator Essentials Course		6
UNIFI/General Education or University Electives		4
Hours		16
Sophomore		
Fall		
EDUC 2387	Teaching Methods I: Methods of Teaching Communication	3
EDUC 2487	Teaching Internship I: Communication & Theatre	2
COMM 2257	Argumentation and Debate	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		6
Hours		17
Spring		
THEATRE 1012	Stagecraft: Scenery/Lights	3
COMM 3155	Professional and Public Communication	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		6
Hours		15

Junior		
Fall		
EDUC 3587/5587	Teaching Methods II: Methods of Teaching Drama & Theatre	3
EDUC 3687/5687	Teaching Internship II: Communication & Theatre	2
CM CORE 4124	Communication and Media Theories	3
UNIFI/General Education or University Electives		6
Hours		14
Spring		
THEATRE 3160	Directing	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
THEATRE 3060	History of the Theatre I	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
EDUC 4138	Secondary School Teaching	12
Hours		12
Total Hours		120

Learning Outcomes

Communication-Theatre - Teaching, B.A.

Goal #1: Apply knowledge (UNI learning goal: Program content knowledge)

- **SLO 1:** Connect communication and media knowledge (e.g theories, perspectives, principles, practices, skills, methodologies) with relevant experiences and/or new situations.

Goal #2: Communicate competently (UNI learning goal: Communication)

- **SLO 2a:** Communicate competently in a professional setting.
- **SLO 2b:** Create messages and/or digital content that reflect an understanding of the audience, purpose, and context.
- **SLO 2c:** Deliver messages and/or digital content in an appropriate and effective form.

Goal #3: Think critically (UNI learning goal: Critical thinking)

- **SLO 3a:** Think critically in a professional setting.
- **SLO 3b:** Critically evaluate issues, messages, or practices with a communication and media perspective.

Composition B.M. Composition Major

The B.M. Composition major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements to complete the minimum of 120 hours.

Required

Music Theory/Applied Music:

Composition Class:

MUS THEO 1180	Introduction to Composition	2
MUS THEO 1300	Topics in Music Composition	2

Music and Technology:

MUS THEO 3220/5220	Music and Technology	4

Applied Composition:

MUS APPL 1540	Composition	4
MUS APPL 3540/5540	Composition	12

Music, Organizations and ensembles [MUS ENS xxxx]		10
2 hours must be in section 13: New Music Ensemble		

Applied Music: Applied Piano: *

MUS APPL 2600	Applied Piano Beyond Proficiency	2

Music Techniques: 6

MUS TECH 1500/3500	Instrumental Jazz Improvisation - Theory

Select one of the following:

MUS TECH 1170	Conducting I--Instrumental
or MUS TECH 1180	Conducting I--Choral

MUS TECH 1210	Conducting II--Instrumental
or MUS TECH 1220	Conducting II--Choral

Music Theory:

MUS THEO 1110	Theory I	2
MUS THEO 1120	Theory II	2
MUS THEO 1130	Musicianship Lab I	1
MUS THEO 1140	Musicianship Lab II	1
MUS THEO 2130	Theory III	2
MUS THEO 2140	Theory IV	2
MUS THEO 2150	Musicianship Lab III	1
MUS THEO 2160	Musicianship Lab IV	1
MUS THEO 3100	Analysis of Music	2
MUS THEO 3250/5250	Counterpoint Survey ^	3
MUS THEO 3260/5260	Orchestration	3

Music History and Musicology:

MUS HIST 1010	History of Music I: Antiquity Through Baroque	3
MUS HIST 1020	History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century	3

Select one of the following: 3

MUS HIST 3xxx

MUS LIT 3xxx

Electives in music: (3000/4000-level) 6

The following jazz courses are recommended:

MUS THEO 3270/5270 Jazz Arranging I

MUS THEO 3280/5280 Jazz Arranging II

MUS THEO 3320/5320 Jazz Composition Class

Total Hours 77

* Taken beyond MUS APPL 1467

^ Majors must have a grade of B or better in Analysis MUS THEO 3100 before they can take Counterpoint Survey MUS THEO 3250/5250.

Additional requirements:

1. Senior Project: In the last semester before graduation, the student must have completed a large work for orchestra or wind symphony (or some other option with the consent of the composition faculty). The work will be given a reading, the date of which is to be determined by the director of the ensemble. The director shall also dictate the date of delivery for the score and parts. The student will prepare the score and parts using an industry standard computer notation/printing program such as Finale or Sibelius.
2. Majors are expected to present regular performances of their pieces on the Student Composers Concert series (minimum of five performances).
3. Majors must have a grade of B or better in Analysis MUS THEO 3100 before they can take Counterpoint Survey MUS THEO 3250/5250.
4. Senior recital (full recital).

Four-Year Plan**Composition, B.M.**

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1110	Theory I	2
MUS THEO 1130	Musicianship Lab I	1
MUS THEO 1180	Introduction to Composition	2
MUS HIST 1010	History of Music I: Antiquity Through Baroque	3
MUS ENS Large Ensemble		1
UNIFI/General Education or University Electives		4
Hours		13

Spring		
MUS ENS Large Ensemble		1
MUS APPL Applied Composition		2
MUS THEO 1300	Topics in Music Composition	2
MUS APPL 1086 Studies in Performance Seminar		
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1120	Theory II	2
MUS THEO 1140	Musicianship Lab II	1
UNIFI/General Education or University Electives		6
Hours		14

Sophomore		
Fall		
MUS ENS Large Ensemble		1
MUS APPL Applied Composition		2
MUS APPL 1086 Studies in Performance Seminar		
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 2130	Theory III	2
MUS THEO 2150	Musicianship Lab III	1

Undergraduate Majors, Minors, and Certificates

MUS HIST 1020	History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century	3
UNIFI/General Education or University Electives		7
Hours		16
Spring		
MUS ENS Large Ensemble		1
MUS APPL Applied Composition		2
MUS THEO 2140	Theory IV	2
MUS THEO 2160	Musicianship Lab IV	1
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
MUS ENS Large Ensemble		1
MUS APPL Applied Composition		3
MUS APPL 1086 Studies in Performance Seminar		
Music Elective		2
MUS APPL 2600	Applied Piano Beyond Proficiency	1
MUS TECH 1180	Conducting I--Choral (or MUS TECH 1170)	2
MUS THEO 3100	Analysis of Music	2
MUS THEO 3220/5220	Music and Technology	4
UNIFI/General Education or University Electives		2
Hours		17
Spring		
MUS ENS Large Ensemble		1
MUS APPL Applied Composition		3
MUS APPL 1086 Studies in Performance Seminar		
MUS TECH 1220	Conducting II--Choral (or MUS TECH 1210)	3
MUS THEO 3260/5260	Orchestration	3
MUS APPL 2600	Applied Piano Beyond Proficiency	1
UNIFI/General Education or University Electives		3
Hours		14
Senior		
Fall		
MUS APPL Applied Composition		3
MUS APPL 1086 Studies in Performance Seminar		
MUS LIT Musical Literature Elective		3
Music Elective		3
MUS ENS Large Ensemble		1
UNIFI/General Education or University Electives		6
Hours		16
Spring		
MUS ENS Large Ensemble		1
MUS APPL Applied Composition		3
MUS APPL 1086 Studies in Performance Seminar		
Music Elective		3
MUS APPL 4890	Senior Recital	0
MUS TECH 1500	Instrumental Jazz Improvisation - Theory	1
MUS THEO 3250/5250	Counterpoint Survey	3
UNIFI/General Education or University Electives		4
Hours		15
Total Hours		120

Learning Outcomes

Composition, B.M.

- Performance. Students will perform in at least one major area (instrument, voice, or composition).
- Music Theory. Students shall demonstrate a functional knowledge of the harmonic language and grammar of music from the common practice period.
- Sight Singing. Students shall demonstrate proficiency in singing a melody at sight.
- Music History. Students shall demonstrate a thorough knowledge of music history and literature, including recognition of music from important historical periods and styles.
- Critical Thinking. Students shall demonstrate integration and synthesis of their understanding of music through a written presentation.
- Specialization: Students will demonstrate proficiency in composing, score preparation, rehearsing (including conducting) and orchestration.

Policies

Music majors on all degree programs must choose an area of applied music (MUS APPL xxxx) for specialization and must meet the proficiency standards of the School of Music. The total required applied hours indicated for each major must be completed on one of the specialization instruments or voice on which the student auditioned. Dividing the required applied hours among various instruments, or voice and instrument(s), will not satisfy the applied music portion of any of the degree programs.

Auditions: All music majors pursuing Bachelor of Music (B.M.) degree programs must pass a musical performance audition on the instrument/voice of the student's choice for admission to the School of Music. All music majors pursuing the Bachelor of Arts (B.A.) degree programs must pass a musical performance audition on the instrument/voice of the student's choice or submit a composition portfolio.

Piano Proficiency: Required of **all** majors. All freshmen will enroll in group piano class or applied piano continuously (semester by semester) until piano proficiency has been passed. For Music Education majors, requirements must be completed prior to student teaching.

Piano proficiency requirements for each of the degree programs:

BA, all six tracks: Group Piano II (C- or better)

BM Performance, both vocal and instrumental: Group Piano II (C- or better)

BM Education, Instrumental: Group Piano III (C or better) + Proficiency Exam Passed

BM Education, Vocal: Group Piano III (C or better) + Proficiency Exam Passed followed by 2 semesters of Applied Piano Beyond Proficiency: MUS APPL 2600

BM Composition Theory: Group Piano III (C or better) + Proficiency Exam Passed followed by 2 semesters of Applied Piano Beyond Proficiency: MUS APPL 2600

Vocal and Instrumental Competency: Required of all Music Education Majors. Instrumental students (Specialization B and C) will attend special sections of MUS ED 1100 Instrumental Techniques taught by instrumental faculty. Keyboard majors enrolling for Specialization A must also satisfy vocal proficiency as determined by the voice faculty.

Foreign Language: Bachelor of Music Performance Voice majors are required to complete one semester (6 hours total) at the college/university level in each of two foreign languages (selected from Italian, German, or French).

Large Ensembles: In addition to applied music, all music majors must participate in at least one of the designated large ensembles for a minimum of 8 semesters (6 semesters for students in the music education program). Participation in large ensembles will be continuous from the first semester of residence until completion of the requirement. Participation in ensemble [MUS ENS 1120, MUS ENS 3120/5120] does not satisfy the large ensemble requirement. Auditions are required for all ensembles in the School of Music, and students will be assigned to ensembles according to audition results.

- Wind and percussion students will be assigned to an appropriate instrumental ensemble. All wind and percussion students who are pursuing the degree of Bachelor of Music in Music Education are required to participate in marching band for two semesters **on their primary instrument, and may only use marching band for large ensemble credit for two semesters.** (It is strongly recommended that this requirement be fulfilled during the freshman and sophomore years.) B.M. Music, Jazz Specializations majors will be assigned to the appropriate large jazz ensemble (sections 01, 02, or 03).
- In the fall semester, participation in either Jazz Band I or II may satisfy the large ensemble requirement for students in select degree programs or those who have completed their respective marching band requirements. All students must meet audition requirements for the two above ensembles.
- String players will participate in the orchestra.
- The initial choral ensemble for all freshmen voice students will be either UNI Singers or Cecilians. Freshmen are limited to participation in only one vocal large ensemble. Students performing targeted roles in UNI Opera main stage productions are exempt from ensemble participation for four (4) weeks preceding the final performance of the production.
- Composition and Keyboard majors will audition for either an instrumental or a choral large ensemble. Keyboard majors in the music education program shall participate in an ensemble appropriate to their specialization.

Comprehensive Secondary Science - Teaching B.A.

Comprehensive Secondary Science - Teaching major

The B.A. Comprehensive Secondary Science Teaching major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

This major is intended for students who wish to teach at the secondary level in all areas of science (biology, chemistry and biochemistry, earth science, and physics). The program will lead to Iowa Department of Education endorsement in Basic Science (5-12), All Science (5-12), and 3 out of the 4 endorsements Biology (5-12), Chemistry (5-12), Earth Science (5-12), and Physics (5-12).

Required Core

Biology:		
BIOL 2051	General Biology: Organismal Diversity	4
BIOL 2052	General Biology: Cell Structure and Function	4
BIOL 3100	Evolution, Ecology and the Nature of Science	3
Chemistry and Biochemistry:		
CHEM 1110	General Chemistry I *	4
CHEM 1120	General Chemistry II *	4
CHEM 2040	Applied Organic and Biochemistry	3-4
or CHEM 2210	Organic Chemistry I	
Earth Science:		
EARTHSCI 1100	Astronomy	3
EARTHSCI 1200	Elements of Weather	3
EARTHSCI 1300	Introduction to Geology	4
Physics:		
PHYSICS 1511	General Physics I **	4
PHYSICS 1512	General Physics II **	4
PHYSICS 4080/5080	Resources for Teaching Physics	2
Additional Science Content:		12-15

Choose 3 of the 4 required science content areas below, which enables you to complete the requirements for the individual science subject endorsements you choose. If you choose to complete the requirements for all 4 science content areas, work with your advisor. The course or courses you don't complete can be replaced with science content courses in science areas that you choose to add.

Biology (4 hours):	
BIOL 3140	Genetics
Chemistry and Biochemistry (3 hours):	
any 2000-level or above course	
Earth Science (6 hours):	

Undergraduate Majors, Minors, and Certificates

EARTHSCI 1110	Astronomy Laboratory
EARTHSCI 1210	Elements of Weather Laboratory
EARTHSCI 1320	Earth History
Physics (5 hours):	
any 2000-level or above course	
Total Hours	54-58

* Students with excellent preparation in chemistry may substitute CHEM 1130 plus 3 hours of additional credit hours in chemistry electives for CHEM 1110 and CHEM 1120.

**Students with excellent preparation in physics and calculus may substitute PHYSICS 1701 and PHYSICS 1702 for PHYSICS 1511 and PHYSICS 1512.

Professional Experiences

Required:

EDUC 2385	Teaching Methods I: Secondary Science ^{*, **}	3
EDUC 2485	Teaching Internship I: Secondary Science	3
EDUC 3585/5585	Teaching Methods II: Secondary Science [*]	3
EDUC 3685/5685	Teaching Internship II: Secondary Science	3
EDUC 4138	Secondary School Teaching	12
Total Hours		24

* A grade of C (2.00) or higher is required for all Methods courses.

**Comprehensive Secondary Science Teaching majors can count EDUC 2385 Teaching Methods I: Secondary Science for category 5 of Educator Essentials.

For completion of this major the grade point average in each of the four science disciplines must be a minimum of 2.00, with a 2.50 GPA in the major as a whole.

Elective courses must be ones that count toward the major in the discipline or be approved for this use by the department offering the course.

Notes:

1. Students with sufficient high school preparation may be allowed to omit some introductory courses and substitute other courses from the same department.
2. The mathematics prerequisite for one or more of the above courses is a working knowledge of algebra and trigonometry or MATH 1140.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner		3
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	

EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		3
SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
Category 3: Education for All		3
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	
Category 4: The Classroom Environment		3
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
ECIE 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		3
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

Comprehensive Secondary Science Teaching, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BIOL 2051	General Biology: Organismal Diversity	4
CHEM 1110	General Chemistry I	4
UNIFI/General Education or University Electives		6
Hours		14
Spring		
BIOL 2052	General Biology: Cell Structure and Function	4
CHEM 1120	General Chemistry II	4
UNIFI/General Education or University Electives		3
Educator Essentials Course		3
Hours		14
Sophomore		
Fall		
PHYSICS 1511	General Physics I	4
BIOL 3100	Evolution, Ecology and the Nature of Science	3
EARTHSCI 1200	Elements of Weather	3
EARTHSCI 1210	Elements of Weather Laboratory (or additional science content course)	1
Educator Essentials Course		3
UNIFI/General Education or University Electives		2
Hours		16
Spring		
PHYSICS 1512	General Physics II	4
EDUC 2385	Teaching Methods I: Secondary Science	3
EDUC 2485	Teaching Internship I: Secondary Science	3
EARTHSCI 1100	Astronomy	3
EARTHSCI 1110	Astronomy Laboratory (or additional science content course)	1
Educator Essentials Course		3
Hours		17
Junior		
Fall		
CHEM 2040	Applied Organic and Biochemistry	4
EARTHSCI 1300	Introduction to Geology	4
Educator Essentials Course		3
UNIFI/General Education or University Electives		3

Physics Elective 3000-Level or Above (or additional science content course)		3
Hours		17
Spring		
PHYSICS 4080/5080	Resources for Teaching Physics	2
EARTHSCI 1320	Earth History (or additional science content course)	4
BIOL 3140	Genetics (or additional science content course)	4
Physics Elective 3000-Level or Above (or additional science content course)		2
UNIFI/General Education or University Electives		3
Hours		15
Senior		
Fall		
EDUC 3585/5585	Teaching Methods II: Secondary Science	3
EDUC 3685/5685	Teaching Internship II: Secondary Science	3
Chemistry Elective 2000-Level or Above (or additional science content course)		3
Educator Essentials Course		3
UNIFI/General Education or University Electives		3
Hours		15
Spring		
EDUC 4138	Secondary School Teaching	12
Hours		12
Total Hours		120

Learning Outcomes

Comprehensive Secondary Science Teaching, B.A.

- **Goal 1:** Demonstrate Knowledge of Science and Scientific Practices
 - **Outcome 1.1.** Students will demonstrate an understanding of science content and scientific practices to advance student learning in a secondary science classroom.
- **Goal 2:** Demonstrate Knowledge and Pedagogical Practices for Teaching Science
 - **Outcome 2.1.** Students will design instruction that have clear and challenging objectives with assessments in alignment with those objectives that actively engages students in science and science practices as recommended by national and state standards.
 - **Outcome 2.2.** Students will implement effective teaching practices based on research and national and state standards including the use of technology to address the needs and advance learning of all students in a science classroom.
- **Goal 3:** Demonstrate Professional Growth as a Science Teacher
 - **Outcome 3.1.** Engage in relevant activities and reflective practices that lead to professional growth and life-long learning.

Computer Science B.A. or B.S.

Computer Science B.A. Major

The B.A. Computer Science major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required

Computer Science:		
CS 1410	Computer Organization	3
CS 1510	Introduction to Computing	4
CS 1520	Data Structures	4
CS 1800	Discrete Structures	3
CS 2530	Intermediate Computing	3
CS 3730/5730	Project Management	1

Electives

Mathematics:		
Select two of the following:		
MATH 1420	Calculus I [#]	6
MATH 1421	Calculus II [#]	
MATH 2500	Linear Algebra for Applications	
MATH 3440/5440	Numerical Analysis	
MATH 3530	Combinatorics	
MATH 3752/5752	Introduction to Probability	
STAT 1772	Introduction to Statistical Methods	
STAT 4784/5784	Introduction to Machine Learning	

Computer Science: 18

Six courses including:

Three courses from one specialty area	
One course from each of the remaining three areas	
Specialty area must include a project course (*)	
Foundations:	
CS 3530	Design and Analysis of Algorithms
CS 3540	Programming Languages and Paradigms
CS 3810/5810	Theory of Computation
CS 4550/5550	Translation of Programming Languages *
CS 4880/5880	Topics in Computer Science †
Data and Applications:	
CS 3140/5140	Database Systems
CS 3150/5150	Information Storage and Retrieval
CS 3610/5610	Artificial Intelligence
CS 3650/5650	Computational Biology
CS 4620/5620	Intelligent Systems *
CS 4880/5880	Topics in Computer Science †

Software Engineering:

CS 2720	Software Engineering
CS 3120/5120	User Interface Design
CS 3750/5750	Software Verification and Validation
CS 4740/5740	Real-Time Embedded Systems *
CS 4880/5880	Topics in Computer Science †
Systems:	
CS 2420	Computer Architecture and Parallel Programming
CS 2470	Networking
CS 3430/5430	Operating Systems
CS 4400/5400	System Administration
CS 4410/5410	System Security *
CS 4420	Applied Systems Forensics *
CS 4880/5880	Topics in Computer Science †

Electives 3

One course selected from among the Computer Science "area" courses and 2000-level or above courses meeting the Mathematics requirement.

Total Hours 45

* A project course must be taken as one of the three in the specialty area.

MATH 1420 and MATH 1421 are 4-hour courses.

† CS 4880 may be counted in a specialty area with department approval for the specific topic.

Computer Science B.S. Major

The B.S. Computer Science major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required

Computer Science:		
CS 1410	Computer Organization	3
CS 1510	Introduction to Computing	4
CS 1520	Data Structures	4
CS 1800	Discrete Structures	3
CS 2530	Intermediate Computing	3
CS 3730/5730	Project Management	1
Research:		
CS 4800	Undergraduate Research in Computer Science (topic pre-approved by department)	1

Electives

Mathematics:		
Select four from the following:		
MATH 1420	Calculus I [#]	13
MATH 1421	Calculus II [#]	
MATH 2500	Linear Algebra for Applications	
MATH 3440/5440	Numerical Analysis	

MATH 3530	Combinatorics
MATH 3752/5752	Introduction to Probability
STAT 1772	Introduction to Statistical Methods
STAT 4784/5784	Introduction to Machine Learning

Computer Science: 24

Eight courses including:

A specialty of three courses from the Foundations area

A specialty of three courses from one other area

One course from each of the remaining two areas

One of the specialty areas must include a project course (marked with an asterisk *)

Foundations:

CS 3530	Design and Analysis of Algorithms

CS 3540	Programming Languages and Paradigms

CS 3810/5810	Theory of Computation

CS 4550/5550	Translation of Programming Languages *

CS 4880/5880	Topics in Computer Science [†]

Data and Applications:

CS 3140/5140	Database Systems

CS 3150/5150	Information Storage and Retrieval

CS 3610/5610	Artificial Intelligence

CS 3650/5650	Computational Biology

CS 4620/5620	Intelligent Systems *

CS 4880/5880	Topics in Computer Science [†]

Software Engineering:

CS 2720	Software Engineering

CS 3120/5120	User Interface Design

CS 3750/5750	Software Verification and Validation

CS 4740/5740	Real-Time Embedded Systems *

CS 4880/5880	Topics in Computer Science [†]

Systems:

CS 2420	Computer Architecture and Parallel Programming

CS 2470	Networking

CS 3430/5430	Operating Systems

CS 4400/5400	System Administration

CS 4410/5410	System Security *

CS 4420	Applied Systems Forensics *

CS 4880/5880	Topics in Computer Science [†]

Electives: 6

Two courses selected from among the Computer Science "area" courses and 2000-level or above courses meeting the Mathematics requirements.

Total Hours 62

* A project course must be taken as one of the three in the specialty area.

MATH 1420 and MATH 1421 are 4-hour courses.

† CS 4880/5880 may be counted in a specialty area with department approval for the specific topic.

Four-Year Plan

Computer Science, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
CS 1510	Introduction to Computing	4
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		6

Hours 13

Spring		
CS 1520	Data Structures	4
CS 1800	Discrete Structures	3
UNIFI/General Education or University Electives		9

Hours 16

Sophomore		
Fall		
CS 2530	Intermediate Computing	3
CS 1410	Computer Organization	3
UNIFI/General Education or University Electives		9

Hours 15

Spring		
Computer Science Area		3
MATH 1420	Calculus I	4
UNIFI/General Education or University Electives		9

Hours 16

Junior		
Fall		
Computer Science Area		6
UNIFI/General Education or University Electives		10

Hours 16

Spring		
Computer Science Specialty		3
UNIFI/General Education or University Electives		12

Hours 15

Senior		
Fall		
Computer Science Specialty		3
UNIFI/General Education or University Electives		12

Hours 15

Spring		
Computer Science Elective		3
Computer Science Project		3

Undergraduate Majors, Minors, and Certificates

UNIFI/General Education or University Electives	8
Hours	14
Total Hours	120

Computer Science, B.S.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
CS 1510	Introduction to Computing	4
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		9
Hours		16
Spring		
CS 1520	Data Structures	4
CS 1800	Discrete Structures	3
UNIFI/General Education or University Electives		9
Hours		16
Sophomore		
Fall		
CS 2530	Intermediate Computing	3
CS 1410	Computer Organization	3
UNIFI/General Education or University Electives		10
Hours		16
Spring		
Computer Science Area		3
Computer Science Foundations		3
MATH 1420	Calculus I	4
UNIFI/General Education or University Electives		6
Hours		16
Junior		
Fall		
Computer Science Foundations		3
Computer Science Math Elective		3-4
Computer Science Area		3
UNIFI/General Education or University Electives		7
Hours		16-17
Spring		
Computer Science Foundations		3
Computer Science Math Elective		3-4
Computer Science Specialty		3
UNIFI/General Education or University Electives		6
Hours		15-16
Senior		
Fall		
Computer Science Elective		3
Computer Science Specialty		3
UNIFI/General Education or University Electives		7
Hours		13
Spring		
Computer Science Elective		3
Computer Science Research		1
Computer Science Project		3

UNIFI/General Education or University Electives	5
Hours	12
Total Hours	120-122

Learning Outcomes

Computer Science, B.A.

- **Goal 1:** Students will be able to effectively communicate computing information to colleagues and the public.
 - **Outcome 1:** Students will be able to prepare and produce written communications using standard computing style and format.
 - **Outcome 2:** Students will be able to prepare and deliver an oral presentation on computing topics.
- **Goal 2:** Students will be able to apply computing knowledge to problems involving data and process.
 - **Outcome 3:** Students will demonstrate proficient knowledge and application of computing content.
- **Goal 3:** Students will be able to think critically about computing problems.
 - **Outcome 4:** Students will be able to specify a computing module's interface and design its implementation.
- **Goal 4:** Students will demonstrate the skills needed to work on a team successfully.
 - **Outcome 5:** Students will work on a team to analyze a computing problem and implement its solution.

Computer Science, B.S.

- **Goal 1:** Students will be able to effectively communicate computing information to colleagues and the public.
 - **Outcome 1:** Students will be able to prepare and produce written communications using standard computing style and format.
 - **Outcome 2:** Students will be able to prepare and deliver an oral presentation on computing topics.
- **Goal 2:** Students will be able to apply computing knowledge to problems involving data and process.
 - **Outcome 3:** Students will demonstrate proficient knowledge and application of computing content.
- **Goal 3:** Students will be able to think critically about computing problems.
 - **Outcome 4:** Students will be able to specify a computing module's interface and design its implementation.
 - **Outcome 5:** Students will be conduct a research or development project in which they specify a computing problem, investigate possible solutions, and implement a working system.
- **Goal 4:** Students will demonstrate the skills needed to work on a team successfully.
 - **Outcome 6:** Students will work on a team to analyze a computing problem and implement its solution.

Policies

Notes:

1. Undergraduate students who have been admitted to the university provisionally because of non-satisfaction of the high school

mathematics requirements may not enroll in any computer science credit course before this requirement has been met.

- All courses counting toward a major or minor in the Department of Computer Science must be passed with a grade of C- or better.
- Prerequisite courses in the Department of Computer Science must be passed with a grade of C before taking a subsequent course.
- All majors in the Department of Computer Science require a project course (marked with asterisk in the degree statements). The course used to meet this requirement is to be taken in the area of specialization, i.e., an area in which at least three courses are taken.
- All courses in a prerequisite chain to a course are considered regressive to it - students may not take them for credit after passing the later course. Additionally, CS 1120, CS 1130, CS 1160, CS 1170, CS ED 1310, and CS ED 1320 are regressive to CS 1520 and any course having it as prerequisite.
- A student with a major in the Department of Computer Science cannot also receive a Computer Science minor.
- A student with a major in the Department of Computer Science cannot also receive a Certificate in Computer Science.
- A student with a minor in the Department of Computer Science cannot also receive a Certificate in Computer Science.

Construction Management B.S.

Construction Management Major

The B.S. Construction Management major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Math and Science:

CHEM 1020	Chemical Technology	4
MATH 1130	Trigonometry [^]	2
PHYSICS 1511	General Physics I [^]	4
STAT 1772	Introduction to Statistical Methods [^]	3

Required Core:

CONSTR 1000	Fundamentals of Construction Management Materials & Methods	3
CONSTR 1015	Introduction to Sustainability	3
CONSTR 1025	Construction Management Essentials & Professionalism	3
CONSTR 1050	Construction Safety	3
CONSTR 1100	Construction Documents	3
CONSTR 1600	Computer Aided Design & Drafting	3
CONSTR 2000	Land, Route, and Construction Surveying	3
CONSTR 2050	Construction Law	3
CONSTR 2200	Construction Project Administration	3
CONSTR 2300	Building Services	3

CONSTR 2400	Construction Materials	3
CONSTR 2800	Construction Management Engineering Mechanics	3
CONSTR 3000	Heavy Construction Operations & Equipment	3
CONSTR 3050	Construction Estimating	3
CONSTR 3150	Construction Project Planning, Scheduling and Control	3
CONSTR 3300	Pre Construction Management	3
CONSTR 4200	Structural Components of Construction	3
CONSTR 4350	Construction Management Financial Concepts	3
CONSTR 4500	Construction Management Capstone Project [@]	3
Business:		
ECON 1031	Introduction to Business Economics	3
ACCT 2120	Principles of Financial Accounting	3
Ethics and English:		
PHIL 1560	Science, Technology, and Ethics (STE)	3
ENGLISH 1005	College Writing and Research	3
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3
Total Hours		85

[^] Has prerequisite of satisfactory score on ALEKS exam or subsequent remediation.

[@]This course meets the Bachelor of Science degree undergraduate research course requirement.

Four-Year Plan

Construction Management, B.S.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
ENGLISH 1005	College Writing and Research	3
PHYSICS 1511	General Physics I	4
CONSTR 1000	Fundamentals of Construction Management Materials & Methods	3
CONSTR 1025	Construction Management Essentials & Professionalism	3
CONSTR 1050	Construction Safety	3
Hours		16
Spring		
UNIFI/General Education or University Electives		3
MATH 1130	Trigonometry	2

Undergraduate Majors, Minors, and Certificates

PHIL 1560	Science, Technology, and Ethics (STE)	3
CONSTR 1100	Construction Documents	3
ECON 1031	Introduction to Business Economics	3
Hours		14
Sophomore		
Fall		
CHEM 1020	Chemical Technology	4
CONSTR 1600	Computer Aided Design & Drafting	3
CONSTR 2000	Land, Route, and Construction Surveying	3
CONSTR 2200	Construction Project Administration	3
CONSTR 2400	Construction Materials	3
Hours		16
Spring		
UNIFI/General Education or University Electives		6
STAT 1772	Introduction to Statistical Methods	3
CONSTR 2050	Construction Law	3
CONSTR 2800	Construction Management Engineering Mechanics	3
Hours		15
Junior		
Fall		
UNIFI/General Education or University Electives		3
CONSTR 2300	Building Services	3
CONSTR 3000	Heavy Construction Operations & Equipment	3
CONSTR 3050	Construction Estimating	3
ACCT 2120	Principles of Financial Accounting	3
Hours		15
Spring		
CONSTR 1015	Introduction to Sustainability	3
CONSTR 3150	Construction Project Planning, Scheduling and Control	3
CONSTR 3300	Pre Construction Management	3
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3
UNIFI/General Education or University Electives		2
Hours		14
Senior		
Fall		
UNIFI/General Education or University Electives		12
CONSTR 4200	Structural Components of Construction	3
Hours		15
Spring		
CONSTR 4350	Construction Management Financial Concepts	3
CONSTR 4500	Construction Management Capstone Project	3
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

Learning Outcomes

Construction Management, B.S.

Program Educational Objectives (PEOs):

- Provide valuable input to complete construction activities of increasing complexity through the estimation and control of costs, coordination of materials and subcontractor scheduling, and supervising the safe completion of quality installations.
- Continue to learn via company mentors, professional organization engagement, continuing education, employer-based training programs or other developmental opportunities to take on increasing responsibilities in a safety conscious industry.
- Foster a sense of professionalism and self-assurance that enables graduates to become informed and participating citizens, emphasizing ethics, civic duty, and social responsibility.
- Maximize resources efficiency and with a sense of urgency through the judicious procurement and management of labor, materials and equipment to satisfy a company's need for profitability.

Student Learning Outcomes (SLOs):

- an ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve broadly-defined engineering problems appropriate to the discipline;
- an ability to design systems, components, or processes meeting specified needs for broadly-defined engineering problems appropriate to the discipline;
- an ability to apply written, oral, and graphical communication in broadly-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature;
- an ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes; and
- an ability to function effectively as a member as well as a leader on technical teams.

Criminal Justice B.A.S.

Criminal Justice B.A.S. Major

Courses required to have taken before enrolling in B.A.S. program, or take simultaneously with other courses in the B.A.S. program.

SOC 1000	Introduction to Sociology	3
or SOC 1060	Social Problems	
or culture/diversity related class approved by BAS Criminal Justice major advisor.		
CRIM 2022	Criminal Justice System	3
CRIM 2025	Criminology	3
Required:		
SOC 2010	Research Methods	3
Professional Development Elective		
CRIM 3555	Field Placement I	
CRIM 3575	Career Preparation: Getting and Surviving the Job	

Electives:	18
6 hours of any 1000, 2000, 3000, or 4000-level CRIM prefix classes	
12 hours of any upper division (3000/4000-level) CRIM prefix classes	
Total Hours	33

B.A.S. Degree Requirements

The purpose of the Bachelor of Applied Science (B.A.S.) degree is to offer educational opportunities to those students who have completed an A.A.S degree and are now seeking to complete a four-year degree.

These students are often place-bound and need to take online classes while remaining a full-time employee.

Admission to the Program

Each student entering the program must have earned:

- an Associate of Applied Science (A.A.S.) degree from an accredited institution; and
- a minimum 2.00 grade point average; and
- two years of relevant work experience.

Total Credit Requirements

A total of at least 120 semester hours of credit, including applicable transferable credit earned, is required for graduation. The total must fulfill the following specifications:

1. 24 hours of UNIFI/General Education classes, as outlined below, of which 9 hours can be transferred in as the Written Communication, Oral Communication, and Quantitative Reasoning UNIFI categories;
2. 6 hours of Professional Communication, as outlined below;
3. 21-30 hours of Major coursework, from one of the majors listed below;
4. 0-19 hours of elective credit, for a total of 60 semester hours of credit taken at the University of Northern Iowa.

UNIFI/General Education Requirements for B.A.S. Degree

Students must meet the following undergraduate UNIFI/General Education requirements as specified below.

Summary:

Written Communication *	3
Oral Communication *	3
Quantitative Reasoning *	3

*BAS Students are permitted to transfer in courses equivalent to the Written Communication, Oral Communication, and Quantitative Reasoning UNIFI categories. No other classes can be applied to fulfill the UNIFI portion of the BAS degree.

Human Condition - Global	3
Human Condition - Domestic	3
Scientific Reasoning (lab not required)	3
Human Expression	3

Responsibility	3
Total Hours	24

Professional Communication Required Courses for B.A.S. Degree

Required:

COMM 3155	Professional and Public Communication	3
ENGLISH 3770	Technical Writing in Applied Sciences	3

Total Hours	6

Criminology and Criminal Justice B.A.

Criminology and Criminal Justice Major

The B.A. Criminology and Criminal Justice major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

In order to graduate with a major in Criminology, students must take at least 15 credit hours of CRIM Prefix Upper Division (3000/4000-level) courses at UNI.

Required

SOC 1000 or SOC 1060	Introduction to Sociology Social Problems	3
SOC 2010	Research Methods *	3
SOC SCI 2020 or PSYCH 3003 or STAT 1772	Social Sciences Statistics ** Psychological Statistics Introduction to Statistical Methods	3
CRIM 2022	Criminal Justice System	3
CRIM 2025	Criminology	3
Professional Development Elective ***		3

CRIM 3555	Field Placement I	
CRIM 3575	Career Preparation: Getting and Surviving the Job	

Criminology Electives

CRIM 2127	Juvenile Delinquency	9
CRIM 2152	Crime and Community	
CRIM 3100	Social Deviance and Control	
CRIM 3122	Youth Gangs	
CRIM 3151	Crime and Social Inequality	
CRIM 3319	Victimology	
CRIM 3300	Human Trafficking	
CRIM 3369	Drugs and Society	
CRIM 3381	Topics in Criminology	
CRIM 3600	Advanced Criminological Theory and Policy	
CRIM 3700	Gendered Violence and the Legal Process	
CRIM 3800	Media & Crime	

Undergraduate Majors, Minors, and Certificates

CRIM 4137	Homicide	
CRIM 4331/5331	Women, Crime and Society	
CRIM 4500	Criminology Independent Study	
Criminal Justice Electives		9
CRIM 2500	Criminal Law and Procedure	
CRIM 2502	Report Writing in Criminal Justice	
CRIM 2504	Criminal Investigation	
CRIM 2506	Criminalistics	
CRIM 2134	Crime Analysis	
CRIM 2217	Community Corrections	
CRIM 2232	Juvenile Justice	
CRIM 3120	Collateral Consequences of Corrections	
CRIM 3179	Cooperative Education	
CRIM 3200	Professional Communication in Criminal Justice	
CRIM 3225	Criminal Court System	
CRIM 3228	Mental Health and the Criminal Justice System	
CRIM 3314	Ethics in Crime, Law and Justice	
CRIM 3350	Corrections Special Topics	
CRIM 3360	Law Enforcement Special Topics	
CRIM 3371	Topics in Criminal Justice	
CRIM 3400	Police and Society	
CRIM 3500	Advanced Criminal Procedure	
CRIM 4216	Correctional Treatment: Theory and Practice	
CRIM 4253	Crime and Public Policy	
CRIM 4300	Wrongful Convictions	
CRIM 4550	Criminal Justice Independent Study	
Interdisciplinary Elective ****		3
Students may choose any upper-division (3000/4000 level) 3-credit course from any of the following programs: Anthropology (ANTH), Family Services (FAM SERV), Gerontology (GERO), American Politics (see advisor for course options), Public Health (PH), Psychology (PSYCH), Sociology (SOC), or Social Work (SW).		
Total Hours		39

* Declared Psychology majors and minors may substitute PSYCH 3002 Research Methods for SOC 2010 Research Methods.

**PSYCH 3003 is a 4-hour course. PSYCH 3003 has the following prerequisites: PSYCH 1001; PSYCH 3002; one college-level mathematics course or consent of instructor.

***A student who takes both CRIM 3555 and CRIM 3575 may count one course as a Professional Development Elective and the other course as a Criminal Justice Elective. Students seeking this option may need to file an Academic Student Request form with the

Registrar's office for the second course to appear correctly in their degree audit.

***Some of the elective classes on this list have prerequisites outside of the Criminology and Criminal Justice Program. Students will be expected to complete the required prerequisites before enrolling in a course with a prerequisite.

Note: Students majoring in criminology should take CRIM 2022 and CRIM 2025 before taking any 3000/4000-level courses within the major.

Graduation note: In order to graduate with a major in criminology, students must achieve a total major GPA of at least 2.0.

Criminology and Criminal Justice Major: Law Enforcement Emphasis

Required

SOC 1000	Introduction to Sociology	3
or SOC 1060	Social Problems	
SOC 2010	Research Methods *	3
SOC SCI 2020	Social Sciences Statistics **	3
or PSYCH 3003	Psychological Statistics	
or STAT 1772	Introduction to Statistical Methods	
CRIM 2022	Criminal Justice System	3
CRIM 2025	Criminology	3

Professional Development Elective ***

CRIM 3555	Field Placement I	
CRIM 3575	Career Preparation: Getting and Surviving the Job	

Criminology Electives

CRIM 2127	Juvenile Delinquency	
CRIM 2152	Crime and Community	
CRIM 3100	Social Deviance and Control	
CRIM 3122	Youth Gangs	
CRIM 3151	Crime and Social Inequality	
CRIM 3300	Human Trafficking	
CRIM 3319	Victimology	
CRIM 3369	Drugs and Society	
CRIM 3381	Topics in Criminology	
CRIM 3600	Advanced Criminological Theory and Policy	
CRIM 3700	Gendered Violence and the Legal Process	
CRIM 3800	Media & Crime	
CRIM 4137	Homicide	
CRIM 4331/5331	Women, Crime and Society	
CRIM 4500	Criminology Independent Study	

Criminal Justice Electives

CRIM 2134	Crime Analysis	
CRIM 2217	Community Corrections	
CRIM 2232	Juvenile Justice	
CRIM 3120	Collateral Consequences of Corrections	
CRIM 3179	Cooperative Education	

CRIM 3225	Criminal Court System
CRIM 3228	Mental Health and the Criminal Justice System
CRIM 3314	Ethics in Crime, Law and Justice
CRIM 3350	Corrections Special Topics
CRIM 3371	Topics in Criminal Justice
CRIM 4216	Correctional Treatment: Theory and Practice
CRIM 4253	Crime and Public Policy
CRIM 4550	Criminal Justice Independent Study

Interdisciplinary Elective ***** 3

Students may choose any upper-division (3000/4000 level) 3-credit course from any of the following programs: Anthropology (ANTH), Family Services (FAM SERV), Gerontology (GERO), American Politics (see advisor for course options), Public Health (PH), Psychology (PSYCH), Sociology (SOC), or Social Work (SW).

Law Enforcement Electives 9

At least one 3-credit course must be at the 3000/4000 level.

CRIM 2500	Criminal Law and Procedure
CRIM 2502	Report Writing in Criminal Justice
CRIM 2504	Criminal Investigation
CRIM 2506	Criminalistics
CRIM 3200	Professional Communication in Criminal Justice
CRIM 3360	Law Enforcement Special Topics
CRIM 3400	Police and Society
CRIM 3500	Advanced Criminal Procedure
CRIM 4300	Wrongful Convictions

Total Hours 48

* Declared Psychology majors and minors may substitute PSYCH 3002 Research Methods for SOC 2010 Research Methods.

**PSYCH 3003 is a 4-hour course. PSYCH 3003 has the following prerequisites: PSYCH 1001; PSYCH 3002; one college-level mathematics course or consent of instructor.

***A student who takes both CRIM 3555 and CRIM 3575 may count one course as a Professional Development Elective and the other course as a Criminal Justice Elective. Students seeking this option may need to file an Academic Student Request form with the Registrar's office for the second course to appear correctly in their degree audit.

****Some of the elective classes on this list have prerequisites outside of the Criminology and Criminal Justice Program. Students will be expected to complete the required prerequisites before enrolling in a course with a prerequisite.

Four-Year Plan

Criminology and Criminal Justice, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
COMM 1000	Oral Communication	3
ENGLISH 1005	College Writing and Research	3
SOC 1000	Introduction to Sociology	3
UNIFI/General Education or University Electives		3
Hours		12
Spring		
CRIM 2022	Criminal Justice System	3
SOC SCI 2020	Social Sciences Statistics	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
CRIM 2025	Criminology	3
Topical Perspectives in Criminology and Criminal Justice		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
SOC 2010	Research Methods	3
UNIFI/General Education or University Electives		12
Hours		15
Junior		
Fall		
Group 1 Criminology Elective		3
Group 2 Criminology Elective		3
UNIFI/General Education or University Electives		12
Hours		18
Spring		
Group 1 Criminology Elective		3
Group 3 Criminology Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
Group 3 Criminology Elective		3
Group 1 Criminology Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
CRIM 3575	Career Preparation: Getting and Surviving the Job	3
Group 2 Criminology Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

Criminology and Criminal Justice: Law Enforcement, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
SOC 1000	Introduction to Sociology	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
CRIM 2022	Criminal Justice System	3
CRIM 2025	Criminology	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
SOC 2010	Research Methods	3
Criminology Electives		3
Criminal Justice Electives		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
SOC SCI 2020	Social Sciences Statistics	3
Criminology Electives		3
Criminal Justice Electives		3
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
Criminology Electives		3
Law Enforcement Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
Law Enforcement Elective (3000/4000 Level)		3
Criminal Justice Electives		3
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
Law Enforcement Elective (3000/4000 Level)		3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
CRIM 3575	Career Preparation: Getting and Surviving the Job	3
UNIFI/General Education or University Electives		12
Hours		15
Total Hours		120

Learning Outcomes

Criminology and Criminal Justice, B.A.

- **Outcome 1:** Professional Development/Career Preparation
 - **1.1** Students can exhibit the skills required for entering the professional field
 - **1.2** Identify students' own strengths and weaknesses related to their anticipated line of work
- **Outcome 2:** Students Can Analyze and Interpret Information
 - **2.1** Students can build an argument/integrate material using multiple sources
 - **2.2** Students can apply a critical understanding of diversity and inequality to criminal justice processes, policies, and law
- **Outcome 3:** Students Can Effectively Communicate In Academic and Professional Settings
 - **3.1** Students can apply criminological knowledge in a written or oral report that is clear, cohesive, and factually accurate.
 - **3.2** Students can explain and apply criminological research to real-world contexts.

Cybersecurity and System Administration B.S.

Cybersecurity and System Administration Major

The B.S. Cybersecurity and System Administration major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required

Mathematics:		
STAT 1772	Introduction to Statistical Methods [^]	3
MATH 3530	Combinatorics	3
Computer Science Core:		
CS 1410	Computer Organization	3
CS 1510	Introduction to Computing	4
CS 1520	Data Structures	4
CS 1800	Discrete Structures	3
CS 2530	Intermediate Computing	3
CS 3730/5730	Project Management	1
Cybersecurity Major Courses:		
CS 2470	Networking	3
CS 3140/5140	Database Systems	3
CS 3430/5430	Operating Systems	3
CS 3530	Design and Analysis of Algorithms	3
CS 3750/5750	Software Verification and Validation	3
CS 4400/5400	System Administration	3
CS 4410/5410	System Security	3
CS 4800	Undergraduate Research in Computer Science	1

Physics:

PHYSICS 1511 or PHYSICS 1701	General Physics I [^] Physics I for Science and Engineering	4
PHYSICS 3100	Introduction to Quantum Computing	3
Ethics:		
PHIL 1560	Science, Technology, and Ethics (STE)	3
Total Hours		56

[^] Has prerequisite of satisfactory score on ALEKS exam or subsequent remediation.

Four-Year Plan

Cybersecurity and System Administration, B.S.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
CS 1510	Introduction to Computing	4
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		9
Hours		16
Spring		
CS 1520	Data Structures	4
CS 1800	Discrete Structures	3
PHIL 1560	Science, Technology, and Ethics (STE)	3
UNIFI/General Education or University Electives		6
Hours		16
Sophomore		
Fall		
CS 1410	Computer Organization	3
CS 2530	Intermediate Computing	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
CS 3430/5430	Operating Systems	3
PHYSICS 1511	General Physics I	4
UNIFI/General Education or University Electives		7
Hours		14
Junior		
Fall		
CS 2470	Networking	3
CS 3140/5140	Database Systems	3
MATH 3530	Combinatorics	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
CS 3730/5730	Project Management	1
CS 4410/5410	System Security	3
CS 4400/5400	System Administration	3

UNIFI/General Education or University Electives		9
Hours		16
Senior		
Fall		
CS 3530	Design and Analysis of Algorithms	3
PHYSICS 3100	Introduction to Quantum Computing	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
CS 3750/5750	Software Verification and Validation	3
CS 4800	Undergraduate Research in Computer Science	1
UNIFI/General Education or University Electives		9
Hours		13
Total Hours		120

Learning Outcomes

Cybersecurity and System Administration, B.S.

- **Goal 1:** Students will be able to effectively communicate networking and computer system information to colleagues and the public.
 - **Outcome 1:** Students will be able to prepare and produce written communications using standard computing style and format.
 - **Outcome 2:** Students will be able to prepare and deliver an oral presentation on networking and computer system topics.
- **Goal 2:** Students will be able to apply networking and computer system knowledge to problems involving data and process.
 - **Outcome 3:** Students will demonstrate proficient knowledge and application of networking and computer system content.
- **Goal 3:** Students will be able to think critically about networking and computer system problems.
 - **Outcome 4:** Students will be able to specify a computing system's interface and design its implementation.
 - **Outcome 5:** Students will be conduct a research or development project in which they specify a networking or computer system problem, investigate possible solutions, and implement a working system.
- **Goal 4:** Students will demonstrate the skills needed to work on a team successfully.
 - **Outcome 6:** Students will work on a team to analyze a networking or computer system problem and implement its solution.

Policies

Notes:

1. Undergraduate students who have been admitted to the university provisionally because of non-satisfaction of the high school mathematics requirements may not enroll in any computer science credit course before this requirement has been met.
2. All courses counting toward a major or minor in the Department of Computer Science must be passed with a grade of C- or better.
3. Prerequisite courses in the Department of Computer Science must be passed with a grade of C before taking a subsequent course.

Undergraduate Majors, Minors, and Certificates

- All majors in the Department of Computer Science require a project course (marked with asterisk in the degree statements). The course used to meet this requirement is to be taken in the area of specialization, i.e., an area in which at least three courses are taken.
- All courses in a prerequisite chain to a course are considered regressive to it - students may not take them for credit after passing the later course. Additionally, CS 1120, CS 1130, CS 1160, CS 1170, CS ED 1310, and CS ED 1320 are regressive to CS 1520 and any course having it as prerequisite.
- A student with a major in the Department of Computer Science cannot also receive a Computer Science minor.
- A student with a major in the Department of Computer Science cannot also receive a Certificate in Computer Science.
- A student with a minor in the Department of Computer Science cannot also receive a Certificate in Computer Science.

Early Childhood Education - Teaching B.A.

Early Childhood Education - Teaching Major

The B.A. Early Childhood major requires a minimum of 120 hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

This major leads to ED 1001 (Birth through grade three, Inclusive Settings) licensure for teaching young children, emphasizing working in inclusive settings. Early Childhood Education majors engage in a curriculum that prepares them for general and special education positions in early childhood settings.

Students majoring in Elementary Education, Early Childhood Education, or Middle-Level Education may not **repeat or withdraw** from any courses within the ELEMECML, LRNTECH, or LITED course categories more than twice (taking any course a total of 3 times). Students in these programs are also limited to a maximum of five course retakes across these same courses. Under extraordinary circumstances, an elementary, early childhood, or middle-level education major may request in writing that an exception be made to this policy. All written requests will be reviewed by the department head, who will determine whether or not an exception will be granted. Where an exception is not granted, a student may appeal the decision through the regular appeal process for other teacher education-related appeals. This policy applies to all majors declared after April 2016.

Required:

Educational Psychology:		
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	3
EDPSYCH 3109/5109	Development and Assessment of Young Children	3
Early Childhood:		
ECIE 3149	Child, Family, School and Community Relationships *	3

ECIE 4130/5130	Guidance and Instruction in Early Childhood Education *	3
ECIE 4151	Early Childhood Curriculum Development and Organization *	3
ECIE 4162/5162	Administration and Advocacy of Early Childhood Programs	3
ECIE 4192/5192	Field Experience and Seminar in Early Childhood	2
Literacy Education:		
LITED 1044	Children's Literature	3
LITED 3115	Methods of Teaching Early Literacy *	3
LITED 3119/5119	Language Development and Emergent Literacy	3
Mathematics:		
MATH 1204	Mathematical Reasoning **	3
MATH 2204	Mathematical Reasoning for Elementary Teachers II **	3
MATH 3203	Teaching Mathematics in the Elementary School *	3
MATH 3204	Mathematical Reasoning for Elementary Teachers III **	3
Life Science course:		3-4
SCI ED 1200	Inquiry into Life Science (recommended)	
OR		
Any life/biological (BIOL xxxx) science course ***		
Physical Science course:		3-4
SCI ED 1300	Inquiry into Physical Science (recommended)	
OR		
Any chemistry (CHEM xxxx) or physics (PHYSICS xxxx) ***		
Earth/Space Science:		3-4
One course from the following:		
SCI ED 1100	Inquiry into Earth and Space Science (recommended)	
EARTHSCI 1100	Astronomy	
EARTHSCI 1200	Elements of Weather	
EARTHSCI 1300	Introduction to Geology	
Special Education:		
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3
SPIE 4148/5148	Assessment of Young Children and Families with Exceptionalities	3
Total Hours		56-59

* A grade of C (2.00) or higher is required for all Methods courses.

**Students must earn a C- or higher in MATH 1204, MATH 2204, and MATH 3204 in order for the course to satisfy in the Early Childhood Education major.

***Excluding 1000Z transfer courses.

A 2.50 grade index in all course work at the University of Northern Iowa, and also a 2.50 GPA in all course work at this university and elsewhere, or the approval of the head of the Department of Literacy, Early Childhood and Special Education is required for registration in major courses in the department.

Professional Experiences

Required:

EDUC 2301	Teaching Methods I: Infant/Toddler Curriculum and Early Intervention *	3
EDUC 2401	Teaching Internship I: Infants/Toddlers	3
EDUC 3523/5523	Teaching Methods II: Teaching Elementary Science *	3
EDUC 3524/5524	Teaching Methods II: Teaching Elementary and Middle-Level Social Studies *	3
EDUC 3602/5602	Teaching Internship II: Elementary Methods	3
EDUC 4132	Early Childhood Teaching	12
Total Hours		27

* A grade of C (2.00) or higher is required for all Methods courses.

Students should plan their coursework so that all Early Childhood courses are taken before student teaching. Students must have a cumulative, UNI, and major GPA of 2.50 to student teach.

Students should apply for their student teaching one year in advance.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner		3
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		3
SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
Category 3: Education for All		3
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	

SPIE 3140	Interdisciplinary and Intersectional Study of Education for All
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms
TESOL 3710	Content Area Strategies for English Language Learners

Category 4: The Classroom Environment 3

EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom
EDPSYCH 3300	Level Up: Gamified Learning Environments
ECIE 4151	Early Childhood Curriculum Development and Organization
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments
SOCFOUND 3219	Critical Perspectives on Technology and Education

Category 5: Effective Pedagogy 3

ARTED 4600	Expressive Learning Assessment
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age
MEASRES 3510	Assessment for Learning
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment

Category 6: The Professional Educator 3

ECIE 3149	Child, Family, School and Community Relationships
SOCFOUND 3519	Teacher Leadership & Educational Change
TEACHING 3177	Collaborative Partnerships for Educators

Total Hours 18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Early Childhood majors are encouraged to take EDPSYCH 2068 to satisfy category 1 of Educator Essentials, SPIE 3150 to satisfy category 3 of Educator Essentials, ECIE 4151 to satisfy category 4 of Educator Essentials, and ECIE 3149 to satisfy category 6 of Educator Essentials.

Four-Year Plan

Early Childhood Education Teaching, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Undergraduate Majors, Minors, and Certificates

Course	Title	Hour
Freshman		
Fall		
MATH 1204	Mathematical Reasoning	3
SCI ED 1200	Inquiry into Life Science	3
TEACHING 2020	Introduction to Teaching: Exploring Options	1
UNIFI/General Education or University Electives		9
Hours		16
Spring		
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	3
SCI ED 1300	Inquiry into Physical Science	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
LITED 1044	Children's Literature	3
MATH 2204	Mathematical Reasoning for Elementary Teachers II	3
SCI ED 1100	Inquiry into Earth and Space Science	3
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3
Educator Essentials Course		3
Hours		15
Spring		
EDPSYCH 3109/5109	Development and Assessment of Young Children	3
LITED 3115	Methods of Teaching Early Literacy	3
EDUC 2301	Teaching Methods I: Infant/ Toddler Curriculum and Early Intervention	3
EDUC 2401	Teaching Internship I: Infants/Toddlers	3
UNIFI/General Education or University Electives		3
Hours		15
Junior		
Fall		
ECIE 3149	Child, Family, School and Community Relationships	3
ECIE 4151	Early Childhood Curriculum Development and Organization	3
ECIE 4162/5162	Administration and Advocacy of Early Childhood Programs	3
MATH 3204	Mathematical Reasoning for Elementary Teachers III	3
SPIE 4148/5148	Assessment of Young Children and Families with Exceptionalities	3
Hours		15
Spring		
EDUC 3523/5523	Teaching Methods II: Teaching Elementary Science	3
EDUC 3524/5524	Teaching Methods II: Teaching Elementary and Middle-Level Social Studies	3
EDUC 3602/5602	Teaching Internship II: Elementary Methods	3

LITED 3119/5119	Language Development and Emergent Literacy	3
UNIFI/General Education or University Electives		4
Hours		16
Senior		
Fall		
ECIE 4192/5192	Field Experience and Seminar in Early Childhood	2
ECIE 4130/5130	Guidance and Instruction in Early Childhood Education	3
MATH 3203	Teaching Mathematics in the Elementary School	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		5
Hours		16
Spring		
EDUC 4132	Early Childhood Teaching	12
Hours		12
Total Hours		120

Learning Outcomes

Early Childhood Education Teaching, B.A.

Teacher candidates:

- Promote child development, learning, and individual learning differences, using characteristics of learners and content knowledge.
- Demonstrate knowledge of the foundations of special education, drawing upon historical, philosophical, and social foundations of early childhood education. (UNI SLO - Content Knowledge)
- Build family and collaborative community relationships through communication, using developmentally and individually effective approaches to connect with children and families.
- Observe, document, and assess support needs of young children and families
- Assess, diagnose, and evaluate children according to legal provisions in an unbiased manner with early childhood assessments (e.g., child observation, documentation, and data collection) and instruments for individuals with disabilities to positively influence the development of each child. (UNI SLO - Critical Thinking)
- Use methods and strategies to implement appropriate curricular and instructional practices based on knowledge of individual children, the family, community, and curricular goals and content. (UNI SLO - Communication)
- Adhere to ethical, collaborative, and professional responsibilities.
- Engage in 40 hours of early childhood field experiences, including observation and practice in a PK special education program and various preschool settings, plus 20 hours of teaching experience in infant and toddler environments.
- Use individual positive behavioral support, change, and classroom management theories appropriate to young children.

Policies

Iowa law requires that all teacher education students pursuing endorsements in 102 K-6 Teacher Elementary Classroom, 1001 Birth-Grade 3 Inclusive Settings, 148 K-8 Reading, 260 K-8 Instructional

Strategist I, or 103 PK-K Teacher Pre Kindergarten-Kindergarten must complete the Foundations of Reading test administered by Pearson.

Earth Science B.A.

Earth Science Major

The B.A. Earth Science major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required

Earth Science:		
EARTHSCI 1100	Astronomy	3
EARTHSCI 1110	Astronomy Laboratory	1
EARTHSCI 1200	Elements of Weather	3
EARTHSCI 1300	Introduction to Geology	4
EARTHSCI 1320	Earth History	4
Experiential Learning Requirement (2 hours from the following):		2

EARTHSCI 3410/5410 Field Studies in _____

EARTHSCI 3430	Internship	
EARTHSCI 4400	Undergraduate Research in Earth and Environmental Science	

Or an experience approved by the department

Mathematics:		4
MATH 1140	Precalculus	
or MATH 1420	Calculus I	

Electives in Earth Science (3000/4000 EARTHSCI courses must include at least one course from each of astronomy, geology, and meteorology) 16

Cognates - choose one of the following two options: 5 or 8

Option 1 Chemistry (5 hours)

CHEM 1130	General Chemistry I-II	

OR

Option 2 Chemistry/Physics (8 hours)

CHEM 1110	General Chemistry I	
and one of the following:		
CHEM 1120	General Chemistry II	
PHYSICS 1511	General Physics I	
PHYSICS 1701	Physics I for Science and Engineering	

Option 1 total hours 42

Option 2 total hours 45

Total Hours 42-45

Four-Year Plan

Earth Science, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester

schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
CHEM 1110	General Chemistry I	4
UNIV 1000	First-Year Cornerstone: Integrated Communication I	3
EARTHSCI 1300	Introduction to Geology	4
UNIFI/General Education or University Electives		3
Hours		14
Spring		
EARTHSCI 1320	Earth History	4
UNIV 1010	First-Year Cornerstone: Integrated Communication II	3
EARTHSCI 1200	Elements of Weather	3
CHEM 1120	General Chemistry II(OR PHYSICS 1501 or PHYSICS 1701)	4
Hours		14
Sophomore		
Fall		
EARTHSCI 1100	Astronomy	3
EARTHSCI 1110	Astronomy Laboratory	1
MATH 1140	Precalculus (or MATH 1420)	4
UNIFI/General Education or University Electives		6
Hours		14
Spring		
Geology, Astronomy and/or Meteorology Electives		4
UNIFI/General Education or University Electives		12
Hours		16
Junior		
Fall		
Geology, Astronomy and/or Meteorology Electives		4
UNIFI/General Education or University Electives		12
Hours		16
Spring		
Geology, Astronomy, and/or Meteorology Electives		4
UNIFI/General Education or University Electives		12
Hours		16
Senior		
Fall		
EARTHSCI 3179 or EARTHSCI 3410 or EARTHSCI 3430 or EARTHSCI 4400		2
Geology, Astronomy, and/or Meteorology Electives		2
UNIFI/General Education or University Electives		11
Hours		15
Spring		
Geology, Astronomy, and/or Meteorology Electives		2
UNIFI/General Education or University Electives		13
Hours		15
Total Hours		120

Learning Outcomes

Earth Science, B.A.

Goal 1 - Critical Thinking & Data Analysis: Our students will use concepts from Earth and Space Science to critically analyze and interpret scientific data.

Undergraduate Majors, Minors, and Certificates

- **Outcome 1.1** - Analyze and interpret scientific data to formulate an evidence-based conclusion
- **Outcome 1.2** - Use a variety of mathematical tools and computer software to describe scientific phenomena and answer scientific questions

Goal 2 - Communication: Our students will be able to communicate concepts from Earth and Space Science.

- **Outcome 2.1** - Create a well-written report or paper that summarizes scientific data and draws evidence-based conclusions
- **Outcome 2.2** - Create and deliver a well-constructed oral report that summarizes scientific data and draws evidence-based conclusions

Goal 3 - Content Knowledge and Skills: Our students will apply concepts and theories from Earth and Space Science to the real world.

- **Outcome 3.1** - Describe fundamental theories and concepts in Earth and Space Science
- **Outcome 3.2** - Use concepts and theories from Earth and Space Science to create a model of a complex system
- **Outcome 3.3** - Use concepts and theories from Earth and Space Science to solve a real-world problem
- **Outcome 3.4** - Use scientific equipment to collect valid scientific data.

Earth Science - Teaching B.A. Earth Science - Teaching Major

The B.A. Earth Science - Teaching major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

This major leads to endorsement #153: 5-12 Earth Science.

Required

Chemistry and Biochemistry:		
CHEM 1110	General Chemistry I	4
Earth Science:		
EARTHSCI 1100	Astronomy	3
EARTHSCI 1110	Astronomy Laboratory	1
EARTHSCI 1200	Elements of Weather	3
EARTHSCI 1210	Elements of Weather Laboratory	1
EARTHSCI 1300	Introduction to Geology	4
EARTHSCI 1320	Earth History	4
EARTHSCI 3120/5120	Planets	3
EARTHSCI 3210/5210	Meteorology	4
Physics:		
PHYSICS 1511	General Physics I	4
Electives in earth science: 3000/4000-level courses *		11
Total Hours		42

* Excluding the following Courses: EARTHSCI 3186/4186/5186 "Studies in", EARTHSCI 3420/5420, EARTHSCI 3430, EARTHSCI 4198 "Independent Study".

Professional Experiences

Required:

EDUC 2385	Teaching Methods I: Secondary Science *, **	3
EDUC 2485	Teaching Internship I: Secondary Science	3
EDUC 3585/5585	Teaching Methods II: Secondary Science *	3
EDUC 3685/5685	Teaching Internship II: Secondary Science	3
EDUC 4138	Secondary School Teaching	12
Total Hours		24

* A grade of C (2.00) or higher is required for all Methods courses.

**Earth Science Teaching majors can count EDUC 2385 Teaching Methods I: Secondary Science for category 5 of Educator Essentials.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner		3
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		3
SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
Category 3: Education for All		3
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	
Category 4: The Classroom Environment		3

EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
ECIE 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		3
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

Earth Science-Teaching, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
CHEM 1110	General Chemistry I	4
UNIV 1000	First-Year Cornerstone: Integrated Communication I	3
EARTHSCI 1300	Introduction to Geology	4
UNIFI/General Education or University Electives		3
Hours		14
Spring		
EARTHSCI 1320	Earth History	4
PHYSICS 1511	General Physics I	4
UNIV 1010	First-Year Cornerstone: Integrated Communication II	3
Educator Essentials Course		3

UNIFI/General Education or University Electives		3
Hours		17
Sophomore		
Fall		
EARTHSCI 1200	Elements of Weather	3
EARTHSCI 1210	Elements of Weather Laboratory	1
Educator Essentials Course		3
UNIFI/General Education or University Electives		9
Hours		16
Spring		
EARTHSCI 1100	Astronomy	3
EARTHSCI 1110	Astronomy Laboratory	1
EDUC 2385	Teaching Methods I: Secondary Science	3
EDUC 2485	Teaching Internship I: Secondary Science	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		3
Hours		16
Junior		
Fall		
EARTHSCI 3120/5120	Planets	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		6
3000/4000-Level Earth Science Electives**		3
Hours		15
Spring		
EARTHSCI 3210/5210	Meteorology	4
UNIFI/General Education or University Electives		3
Educator Essentials Course		3
3000/4000-Level Earth Science Electives**		5
Hours		15
Senior		
Fall		
EDUC 3585/5585	Teaching Methods II: Secondary Science	3
EDUC 3685/5685	Teaching Internship II: Secondary Science	3
UNIFI/General Education or University Electives		6
3000/4000-Level Earth Science Electives**		3
Hours		15
Spring		
EDUC 4138	Secondary School Teaching	12
Hours		12
Total Hours		120

Learning Outcomes

Earth Science-Teaching, B.A.

Goal 1 - Critical Thinking & Data Analysis: Our students will use concepts from Earth and Space Science to critically analyze and interpret scientific data.

- **Outcome 1.1** - Analyze and interpret scientific data to formulate an evidence-based conclusion
- **Outcome 1.2** - Use a variety of mathematical tools and computer software to describe scientific phenomena and answer scientific questions

Goal 2 - Communication: Our students will be able to communicate concepts from Earth and Space Science.

Undergraduate Majors, Minors, and Certificates

- **Outcome 2.1** - Create a well-written report or paper that summarizes scientific data and draws evidence-based conclusions
- **Outcome 2.2** - Create and deliver a well-constructed oral report that summarizes scientific data and draws evidence-based conclusions

Goal 3 - Content Knowledge and Skills: Our students will apply concepts and theories from Earth and Space Science to the real world.

- **Outcome 3.1** - Describe fundamental theories and concepts in Earth and Space Science
- **Outcome 3.2** - Use concepts and theories from Earth and Space Science to create a model of a complex system
- **Outcome 3.3** - Use concepts and theories from Earth and Space Science to solve a real-world problem
- **Outcome 3.4** - Use scientific equipment to collect valid scientific data.

Goal 4 - Pedagogy: Our students will teach concepts and theories from Earth and Space Science.

- **Outcome 4.1** - Design and teach lessons that incorporate concepts from Earth and Space Science and are aligned with the Iowa Science Teaching Standards.

Economics B.A. Economics Major

The B.A. Economics major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required

Business Administration, Interdepartmental:		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
BUSINESS 2000	Business Professionals in Training	0
Economics:		
ECON 1041	Principles of Macroeconomics *	3
ECON 1051	Principles of Microeconomics	3
ECON 2112	Intermediate Microeconomic Theory **	3
ECON 2122	Intermediate Macroeconomic Theory **	3
ECON 3373/5373	Introduction to Econometrics	3
Mathematics:		
STAT 1772	Introduction to Statistical Methods *	3
Emphasis requirements (students choose only one area of emphasis)		21-42
Total Hours		39-60

* Course will also satisfy the Quantitative Reasoning requirement in the UNIFI/General education program.

**It is recommended that either ECON 2112 or ECON 2122 be taken before taking other advanced courses in economics.

Emphases:

1. General Economics

Required

Economics:		
ECON 1011	Statistics for Business Analytics	3
Select one of the following.		3
ENGLISH 1005	College Writing and Research	
ENGLISH 2015	Introduction to Writing Studies	
PHIL 1050	The Art of Critical Thinking and Writing	
UNIV 1010	First-Year Cornerstone: Integrated Communication II	

Economics Electives:

Elective: 3000/4000-level economics course	3
Electives: 1000/2000/3000/4000-level economics courses (except ECON 1011, ECON 1031, and ECON 2090)	9
Select one of the following	3

Accounting:

ACCT 2120	Principles of Financial Accounting

Economics:

any 1000/2000/3000/4000-level economics course (except ECON 1011, ECON 1031, and ECON 2090)

Geography:

GEOG 3110	Economic Geography

Management:

MGMT 2080	Introduction to Information Systems
MGMT 3100	Legal and Social Environment of Business
MGMT 3101	Business Law

Marketing:

MKTG 2110	Principles of Marketing

Political Science:

POLSCI 1048	Introduction to Public Administration
POLSCI 2147	Law, Politics, and Society
POLSCI 3119	Politics of the Global Economy
POLSCI 3125	Politics of International Development

Total Hours **21**

2. Quantitative Techniques

Required

Mathematics:		
MATH 1420	Calculus I	4
MATH 1421	Calculus II	4

MATH 2422	Calculus III	4
MATH 2500	Linear Algebra for Applications	3
MATH 2900	Discrete and Argumentative Mathematics	3
MATH 3752/5752	Introduction to Probability	3
Economics Electives:		
Elective: 3000/4000-level economics course		3
Electives: 1000/2000/3000/4000-level economics courses (except ECON 1011, ECON 1031, and ECON 2090)		9
Select two of the following		6-7
Accounting		
ACCT 2120	Principles of Financial Accounting	
Computer Science:		
CS 1510	Introduction to Computing	
Economics:		
any 1000/2000/3000/4000-level economics course (except ECON 1011, ECON 1031, and ECON 2090)		
English Literature and Language		
ENGLISH 1005	College Writing and Research	
Finance		
FIN 3130	Corporate Finance	
Management		
MGMT 2080	Introduction to Information Systems	
Marketing		
MKTG 2110	Principles of Marketing	
Philosophy:		
PHIL 1030	Elementary Logic	
PHIL 1050	The Art of Critical Thinking and Writing	
Total Hours		39-40

3. Business Economics

Students who select this emphasis must satisfy the Wilson College of Business admission requirements before they can officially declare their major. For more information on these policies, check with your advisor in the Office of Professional Distinction in CBB 5. Prior to completion of the admission requirements, students may sign an intent to major in Economics/Business Economics and be classified as a prospective (pre)major. Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Required business core

Accounting:		
ACCT 2120	Principles of Financial Accounting	3
ACCT 2130	Principles of Managerial Accounting	3
Marketing:		
MKTG 2110	Principles of Marketing	3

Management:		
MGMT 2080	Introduction to Information Systems	3
MGMT 3100	Legal and Social Environment of Business	3
or ACCT 3075	Legal and Ethical Concepts for Accountants	
MGMT 3154	Operations Management	3
MGMT 3965/5965	Organizational Behavior	3
MGMT 4175	Strategic Management	3
Finance:		
FIN 3130	Corporate Finance	3
Economics:		
ECON 2090	Decision Analytics	3
ECON 1011	Statistics for Business Analytics	3

Economics Electives:

Elective: 3000/4000-level economics course		3
Electives: 1000/2000/3000/4000-level economics courses (except ECON 1011, ECON 1031, and ECON 2090)		6

Total Hours	42

4. Applied Economic Analysis

REQUIRES COMPLETION OF A MATHEMATICS MAJOR, ANY EMPHASIS

Required

Accounting:		
ACCT 2120	Principles of Financial Accounting	3
Management:		
MGMT 2080	Introduction to Information Systems	3
Finance:		
FIN 3130	Corporate Finance	3
FIN 3160	Principles of Investments	3
Select one of the following:		3
FIN 3050	Risk Management and Insurance	
FIN 4065/5065	Fixed Income Analysis	
FIN 3135	Intermediate Financial Management	
Economics Electives:		
Elective: 3000/4000-level economics course		3
Elective: 1000/2000/3000/4000-level economics course (except ECON 1011, ECON 1031, and ECON 2090)		3
Total Hours		21

Four-Year Plan

Economics: General, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester

Undergraduate Majors, Minors, and Certificates

schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3
UNIFI/General Education or University Electives		9
ENGLISH 1005, ENGLISH 2015, PHIL 1050, or UNIV 1010		3
Hours		15
Spring		
ECON 1051	Principles of Microeconomics	3
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
ECON 1011	Statistics for Business Analytics	3
ECON 2112	Intermediate Microeconomic Theory	3
UNIFI/General Education or University Electives		12
Hours		18
Spring		
BUSINESS 2000	Business Professionals in Training	0
ECON 2122	Intermediate Macroeconomic Theory	3
UNIFI/General Education or University Electives		12
Hours		15
Junior		
Fall		
BUSINESS 3000	Intermediate Professional Skills: (topic)	0
ECON xxxx Economics Elective		3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
ECON 3373/5373	Introduction to Econometrics	3
ECON xxxx Economics Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
ECON xxxx Economics Elective		3
UNIFI/General Education or University Electives		9
Hours		12
Spring		
Additional Elective (see major requirements for a list of options)		3
ECON xxxx Economics Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

Economics: Quantitative Techniques, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ENGLISH 1005	College Writing and Research	3
ECON 1041	Principles of Macroeconomics	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ECON 1051	Principles of Microeconomics	3
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
ECON 2112	Intermediate Microeconomic Theory	3
MATH 1420	Calculus I	4
UNIFI/General Education or University Electives		9
Hours		16
Spring		
BUSINESS 2000	Business Professionals in Training	0
ECON 2122	Intermediate Macroeconomic Theory	3
MATH 1421	Calculus II	4
MATH 2500	Linear Algebra for Applications	3
UNIFI/General Education or University Electives		5
Hours		15
Junior		
Fall		
Additional Elective (see major requirements for a list of options)		3
MATH 2422	Calculus III	4
ECON xxxx Economics Elective		3
UNIFI/General Education or University Electives		5
Hours		15
Spring		
BUSINESS 3000	Intermediate Professional Skills: (topic)	0
ECON 3373/5373	Introduction to Econometrics	3
MATH 3752/5752	Introduction to Probability	3
ECON xxxx Economics Elective		3
MATH 2900	Discrete and Argumentative Mathematics	3
UNIFI/General Education or University Electives		3
Hours		15

Senior		
Fall		
ECON xxxx Electives in Economics		3
UNIFI/General Education or University Electives		11
Hours		14
Spring		
ECON xxxx Economics Elective		3
Additional Elective (see major requirements for a list of options)		3
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

Economics: Business Economics, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
ENGLISH 1005	College Writing and Research	3
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ECON 1011	Statistics for Business Analytics	3
ECON 1051	Principles of Microeconomics	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
ECON 2112	Intermediate Microeconomic Theory	3
ACCT 2120	Principles of Financial Accounting	3
MGMT 2080	Introduction to Information Systems	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
BUSINESS 2000	Business Professionals in Training	0
ECON 2090	Decision Analytics	3
ECON 2122	Intermediate Macroeconomic Theory	3
ACCT 2130	Principles of Managerial Accounting	3
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
FIN 3130	Corporate Finance	3

ECON xxxx Economics Elective		3
MGMT 3965/5965	Organizational Behavior	3
MGMT 3154	Operations Management	3
UNIFI/General Education or University Electives		3
Hours		15
Spring		
MKTG 2110	Principles of Marketing	3
MGMT 3100	Legal and Social Environment of Business	3
ECON 3373/5373	Introduction to Econometrics	3
UNIFI/General Education or University Electives		6
Hours		15

Senior		
Fall		
ECON xxxx Economics Elective		3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
MGMT 4175	Strategic Management	3
ECON xxxx Economics Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

Economics: Applied Economics Analysis, B.A.

REQUIRES COMPLETION OF A MATHEMATICS MAJOR, ANY EMPHASIS

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ENGLISH 1005	College Writing and Research	3
STAT 1772	Introduction to Statistical Methods	3
ECON 1041	Principles of Macroeconomics	3
UNIFI/General Education or Required Courses for Mathematics Major/Electives		6
Hours		15
Spring		
ECON 1051	Principles of Microeconomics	3
MGMT 2080	Introduction to Information Systems	3
UNIFI/General Education or Required Courses for Mathematics Major/Electives		9
Hours		15
Sophomore		
Fall		
ECON 2112	Intermediate Microeconomic Theory	3
ACCT 2120	Principles of Financial Accounting	3

Undergraduate Majors, Minors, and Certificates

UNIFI/General Education or Required Courses for Mathematics Major/Electives	9
Hours	15
Spring	
BUSINESS 2000 Business Professionals in Training	0
ECON 2122 Intermediate Macroeconomic Theory	3
UNIFI/General Education or Required Courses for Mathematics Major/Electives	12
Hours	15
Junior	
Fall	
FIN 3130 Corporate Finance	3
ECON xxxx Economics Elective	3
UNIFI/General Education or Required Courses for Mathematics Major/Electives	9
Hours	15
Spring	
FIN 3160 Principles of Investments	3
ECON 3373/5373 Introduction to Econometrics	3
UNIFI/General Education or Required Courses for Mathematics Major/Electives	9
Hours	15
Senior	
Fall	
ECON xxxx Economics Elective	3
UNIFI/General Education or Required Courses for Mathematics Major/Electives	12
Hours	15
Spring	
BUSINESS 3000 Intermediate Professional Skills: (topic)	0
Finance Elective: FIN 3050 (160:162), FIN 3065 (160:157g), or FIN 3135 (160:161)	3
UNIFI/General Education or Required Courses for Mathematics Major/Electives	12
Hours	15
Total Hours	120

Learning Outcomes

ECONOMICS: GENERAL, B.A.

- **Objective 1: Students will demonstrate disciplinary content knowledge**
 - 1.1 Learners will demonstrate broad knowledge of the business disciplines.
 - 1.2 Learners will calculate the opportunity cost of an action.
 - 1.3 Learners will evaluate the effects of changes in supply and/or demand on market equilibrium price and quantity.
- **Objective 2: Students will use quantitative skills to aid business decision making**
 - 2.1 Learners will display a broad set of quantitative skills as applied to business decision making across a wide range of business disciplines.
 - 2.2 Learners will test hypotheses, interpret the results, and apply the results in making decisions.
 - 2.3 Learners will test for, analyze, and interpret the relationship between two or more variables.
- **Objective 3: Students will display communication skills**

- 3.1 Learners will demonstrate strong written communication skills as required for a business major.
- 3.2 Learners will accurately summarize material, both orally and in writing.
- **Objective 4: Students will be able to apply critical thinking skills**
 - 4.1 Learners will apply basic critical thinking skills as expected for all business majors.
 - 4.2 Learners will construct a conclusion, or solution, following appropriate reasoning and evaluation of evidence.
- **Objective 5: Students will understand the work value expectations of contemporary organizations**
 - 5.1 Learners will identify ethical components in business situations.
 - 5.2 Learners will display other work values such as professional demeanor, quality of effort, dependability, attitude, and initiative.

ECONOMICS: APPLIED ECONOMICS ANALYSIS, B.A.

- **Objective 1: Students will demonstrate disciplinary content knowledge**
 - 1.1 Learners will demonstrate broad knowledge of the business disciplines.
 - 1.2 Learners will calculate the opportunity cost of an action.
 - 1.3 Learners will evaluate the effects of changes in supply and/or demand on market equilibrium price and quantity.
- **Objective 2: Students will use quantitative skills to aid business decision making**
 - 2.1 Learners will display a broad set of quantitative skills as applied to business decision making across a wide range of business disciplines.
 - 2.2 Learners will test hypotheses, interpret the results, and apply the results in making decisions.
 - 2.3 Learners will test for, analyze, and interpret the relationship between two or more variables.
- **Objective 3: Students will display communication skills**
 - 3.1 Learners will demonstrate strong written communication skills as required for a business major.
 - 3.2 Learners will accurately summarize material, both orally and in writing.
- **Objective 4: Students will be able to apply critical thinking skills**
 - 4.1 Learners will apply basic critical thinking skills as expected for all business majors.
 - 4.2 Learners will construct a conclusion, or solution, following appropriate reasoning and evaluation of evidence.
- **Objective 5: Students will understand the work value expectations of contemporary organizations**
 - 5.1 Learners will identify ethical components in business situations.
 - 5.2 Learners will display other work values such as professional demeanor, quality of effort, dependability, attitude, and initiative.

ECONOMICS: BUSINESS ECONOMICS, B.A.

- **Objective 1: Students will demonstrate disciplinary content knowledge.**
 - 1.1 Learners will demonstrate broad knowledge of the business disciplines.
 - 1.2 Learners will calculate the opportunity cost of an action.
 - 1.3 Learners will evaluate the effects of changes in supply and/or demand on market equilibrium price and quantity.
- **Objective 2: Students will use quantitative skills to aid business decision making**
 - 2.1 Learners will display a broad set of quantitative skills as applied to business decision making across a wide range of business disciplines.
 - 2.2 Learners will test hypotheses, interpret the results, and apply the results in making decisions.
 - 2.3 Learners will test for, analyze, and interpret the relationship between two or more variables.
- **Objective 3: Students will display communication skills**
 - 3.1 Learners will demonstrate strong written communication skills as required for a business major.
 - 3.2 Learners will accurately summarize material, both orally and in writing.
- **Objective 4: Students will be able to apply critical thinking skills**
 - 4.1 Learners will apply basic critical thinking skills as expected for all business majors.
 - 4.2 Learners will construct a conclusion, or solution, following appropriate reasoning and evaluation of evidence.
- **Objective 5: Students will understand the work value expectations of contemporary organizations**
 - 5.1 Learners will identify ethical components in business situations.
 - 5.2 Learners will display other work values such as professional demeanor, quality of effort, dependability, attitude, and initiative.

ECONOMICS: QUANTITATIVE TECHNIQUES, B.A.

- **Objective 1: Students will demonstrate disciplinary content knowledge**
 - 1.1 Learners will demonstrate broad knowledge of the business disciplines.
 - 1.2 Learners will calculate the opportunity cost of an action.
 - 1.3 Learners will evaluate the effects of changes in supply and/or demand on market equilibrium price and quantity.
- **Objective 2: Students will use quantitative skills to aid business decision making**
 - 2.1 Learners will display a broad set of quantitative skills as applied to business decision making across a wide range of business disciplines.
 - 2.2 Learners will test hypotheses, interpret the results, and apply the results in making decisions.
 - 2.3 Learners will test for, analyze, and interpret the relationship between two or more variables.
- **Objective 3: Students will display communication skills**

- 3.1 Learners will demonstrate strong written communication skills as required for a business major.
- 3.2 Learners will accurately summarize material, both orally and in writing.
- **Objective 4: Students will be able to apply critical thinking skills**
 - 4.1 Learners will apply basic critical thinking skills as expected for all business majors.
 - 4.2 Learners will construct a conclusion, or solution, following appropriate reasoning and evaluation of evidence.
- **Objective 5: Students will understand the work value expectations of contemporary organizations**
 - 5.1 Learners will identify ethical components in business situations.
 - 5.2 Learners will display other work values such as professional demeanor, quality of effort, dependability, attitude, and initiative.

Policies

1. A student must complete ECON 1041, ECON 1051, ECON 2112, and ECON 2122 with at least a C- in each course whether taken at UNI or an institution from which transfer credit for these courses is accepted; must earn a 2.20 cumulative grade point average at UNI; must earn an overall 2.20 grade point average in business designated courses taken at UNI.
2. ECON 1011 may not be used toward Economics major or minor elective credit.
3. ECON 2090 counts toward an Economics major **only** in the Business Economics emphasis and does not count toward the minor.
4. ECON 1031 does not count toward the Economics major or minor.
5. ECON 1041 and ECON 1051 are minimum prerequisites for all 2000/3000/4000-level courses, except ECON 2090, ECON 2140, ECON 3125, ECON 3217/5217, ECON 3231/5231, and ECON 3371.
6. It is recommended that ECON 2112 and ECON 2122 be taken before other advanced courses in Economics.
7. Not more than one emphasis may be declared in economics.
8. All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). Economics: General Economics, Quantitative Techniques, and Applied Economics are excluded from these guidelines.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These exceptions include major combinations which allow two double-counted courses:

Undergraduate Majors, Minors, and Certificates

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites. A copy of the Wilson College Policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>.

Electrical Engineering Technology B.S.

Electrical Engineering Technology Major

The B.S. Electrical Engineering Technology major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

The Electrical Engineering Technology major provides theoretical and hands-on experience in the field of electrical circuits, conventional and renewable electrical energy, analog/digital electronics, microprocessors, modern electronic communication systems, digital signal processing, power electronics, control systems, networking, and their applications. The Electrical Engineering Technology Program is accredited by the Engineering Technology Accreditation Commission of ABET, www.abet.org.

Mathematics (take two of the following four courses): 8

MATH 1140	Precalculus [^]	
MATH 1150	Calculus for Technology	
MATH 1420	Calculus I	
MATH 1421	Calculus II	

STAT 1772	Introduction to Statistical Methods [^]	3

Computer Science:

CS 1160	C/C++ Programming	3

Physics:

PHYSICS 1511	General Physics I [^]	4

Required Core:

ENGLISH 1005	College Writing and Research	3

ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3

PHIL 1560	Science, Technology, and Ethics (STE)	3

ENGR 1000	Introduction to Engineering & Professional Practice	3

TECH 1037	Introduction to Circuits	3

TECH 1039	Circuits and Systems	3

TECH 2051	Analog Electronics	4

TECH 2053	Digital Electronics	4

TECH 2055	Electrical Power Systems & Machinery	4
TECH 3129	Linear Control Systems	3
TECH 3157/5157	Microcontroller Applications	3
TECH 3160/5160	Computer-Aided Instrumentation and Interfacing	3
TECH 3164	Programmable Logic Controllers (PLCs)	3
TECH 4103/5103	Electronic Communications	3
TECH 4104/5104	Applied Digital Signal Processing	3
TECH 4165/5165	Wireless Communication Networks	3
TECH 4167/5167	Power Electronics Applications	3
ENGR 4500	Senior Design [@]	3

Recommended Electives:

TECH 3179	Cooperative Education	
CS 1510	Introduction to Computing	
TECH 1024	Engineering Design with CAD	
TECH 3196	Industrial Safety	
PHYSICS 1512	General Physics II	
CONSTR 1015	Introduction to Sustainability	
TECH 3131/5131	Technical Project Management	

Total Hours 75

[^] Has prerequisite of satisfactory score on ALEKS exam or subsequent remediation.

[@]This course meets the Bachelor of Science degree undergraduate research course requirement.

Additional Program Requirements:

1. All 4000 level technology courses must be taken at UNI, i.e. no transfer is accepted for 4000 level technology courses.

2. All students in the program must have a UNI GPA of 2.00 or higher before they are allowed to take any TECH courses they have not already taken.

Four-Year Plan

Electrical Engineering Technology, B.S.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
UNIFI/General Education or University Electives		6
MATH 1140	Precalculus	4
ENGR 1000	Introduction to Engineering & Professional Practice	3

TECH 1037	Introduction to Circuits	3
Hours		16
Spring		
UNIFI/General Education or University Electives		9
MATH 1150	Calculus for Technology	4
TECH 1039	Circuits and Systems	3
Hours		16
Sophomore		
Fall		
UNIFI/General Education or University Electives		3
CS 1160	C/C++ Programming	3
TECH 2051	Analog Electronics	4
TECH 2053	Digital Electronics	4
Hours		14
Spring		
UNIFI/General Education or University Electives		3
PHYSICS 1511	General Physics I	4
PHIL 1560	Science, Technology, and Ethics (STE)	3
TECH 2055	Electrical Power Systems & Machinery	4
Hours		14
Junior		
Fall		
UNIFI/General Education or University Electives		6
STAT 1772	Introduction to Statistical Methods	3
TECH 3129	Linear Control Systems	3
TECH 3157/5157	Microcontroller Applications	3
Hours		15
Spring		
TECH 3160/5160	Computer-Aided Instrumentation and Interfacing	3
TECH 3164	Programmable Logic Controllers (PLCs)	3
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
UNIFI/General Education or University Electives		12
TECH 4103/5103	Electronic Communications	3
Hours		15
Spring		
UNIFI/General Education or University Electives		3
TECH 4104/5104	Applied Digital Signal Processing	3
TECH 4167/5167	Power Electronics Applications	3
ENGR 4500	Senior Design	3
TECH 4165/5165	Wireless Communication Networks	3
Hours		15
Total Hours		120

- Technical professionals: Development of technical professionals through a comprehensive education and experience in design, manufacture and service of electrical and electronic systems.
- Applications Based skill sets: Application of engineering concepts and theories into timely, real world solutions for development, building, testing, implementation, operation and maintenance of electrical and electronics systems.
- Lifelong Learning and Growth: An understanding of the value, and desire for continued lifelong learning both professionally and personally.
- Professional Behavior: Effective leadership abilities, communication skills and ethical behavior.

Student Learning Outcomes (SLOs):

- Students will apply circuit analysis and design, computer programming, associated software, analog and digital electronics, microcontrollers, and engineering standards to the building, testing, operation, and maintenance of electrical/electronic(s) systems.
- Students will have knowledge of fundamental principles of science and mathematics and apply linear transform techniques, applied differential equations, and integral calculus to analyze, test, design control, power, and communication systems.
- Students will have the ability to design components and systems based on specified requirements and design techniques, and carry out tests, analyze and interpret data to improve processes and systems.
- Students will apply project management techniques to analyze and manage the progress of electrical, electronic system design and development projects, demonstrating project and time management skills.
- Students will produce clear, precise and effective technical documents and oral presentations for both professional and general audiences with the help of modern information technologies and use appropriate technical literature.
- Students will collaborate with each other in laboratory and classroom settings to work effectively in teams, and demonstrate leadership on individual and team projects.

Elementary Education - Teaching B.A.

Elementary Education - Teaching Major

The B.A. Elementary Education major requires a minimum of 120 hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

This major leads to ED 102 (K-6 Teacher Elementary Classroom) endorsement.

Students majoring in Elementary Education, Early Childhood Education, or Middle-Level Education may not **repeat or withdraw** from any courses within the ELEMECML, LRNTECH, or LITED course categories more than twice (a total of three times for any

Learning Outcomes

Electrical Engineering Technology, B.S.

Program Educational Objectives (PEOs):

Undergraduate Majors, Minors, and Certificates

course). Students in these programs are also limited to a maximum of five course retakes across these same courses. Under extraordinary circumstances, an elementary, early childhood, or middle-level education major may request in writing that an exception be made to this policy. All written requests will be reviewed by the department head, who will determine whether or not an exception will be granted. Where an exception is not granted, a student may appeal the decision through the regular appeal process for other teacher education-related appeals. This policy applies to all majors declared after April 2016.

Required:

Elementary, Early Childhood, and Middle Level Education:

ELEMECML 3120	Classroom Management K-8 *,^	3

ELEMECML 4125/5125	Methods of Teaching Health, Fitness, Visual and Performing Arts Integration in Elementary Classroom	3

Literacy Education:

LITED 1044	Children's Literature	3

LITED 3115	Methods of Teaching Early Literacy *	3

LITED 3116	Methods of Teaching Content Literacy in the Intermediate Grades *,#	3

Mathematics:

MATH 1204	Mathematical Reasoning **	3

MATH 2204	Mathematical Reasoning for Elementary Teachers II **	3

MATH 3204	Mathematical Reasoning for Elementary Teachers III **	3

MATH 3203	Teaching Mathematics in the Elementary School *	3

Life Science course: 3-4

SCI ED 1200	Inquiry into Life Science (recommended)

OR

Any life/biological (BIOL xxxx) science course ***

Physical Science course: 3-4

SCI ED 1300	Inquiry into Physical Science (recommended)

OR

Any chemistry (CHEM xxxx) or physics (PHYSICS xxxx) ***

Earth/Space Science: 3-4

One course from the following:

SCI ED 1100	Inquiry into Earth and Space Science (recommended)

EARTHSCI 1100	Astronomy

EARTHSCI 1200	Elements of Weather

EARTHSCI 1300	Introduction to Geology

Total Hours	36-39

* A grade of C (2.00) or higher is required for all Methods courses.

**Students must earn a C- or higher

in MATH 1204, MATH 2204 and MATH 3204 in order for the course to satisfy in the Elementary Education major.

***Excluding 1000Z transfer courses.

Middle Level/Elementary Education double majors may substitute LITED 4117/5117 Methods of Teaching Content Literacy at the Middle and Secondary Levels for LITED 3116 Methods of Teaching Content Literacy in the Intermediate Grades.

^ Elementary Education majors can count ELEMECML 3120 for category 4 of Educator Essentials.

A 2.50 grade index in all work at the University of Northern Iowa and also a 2.50 GPA on all course work at this university and elsewhere, or the approval of the head of the Department of Elementary and Middle Level Education, is required for registration in major courses in the department.

Professional Experiences

Required:

EDUC 2302	Teaching Methods I: Elementary Curriculum *	3

EDUC 2402	Teaching Internship I: Elementary Curriculum	3

EDUC 3523/5523	Teaching Methods II: Teaching Elementary Science *	3

EDUC 3524/5524	Teaching Methods II: Teaching Elementary and Middle-Level Social Studies *	3

EDUC 3602/5602	Teaching Internship II: Elementary Methods	3

EDUC 4134	Elementary Teaching	12

Total Hours	27

* A grade of C (2.00) or higher is required for all Methods courses.

Students should plan their coursework so that all Elementary Education courses are taken before student teaching. Students must have a cumulative, UNI, and major GPA of 2.50 to student teach.

Students should apply for their student teaching one year in advance.

Verification of Iowa Teaching Licensure Requirements

In addition to the Elementary Education major requirements, students must complete 9 credit hours of coursework in the social sciences: history, economics, psychology, sociology, geography, or political science/civic literacy to be eligible to be recommended for an Iowa teaching license. Courses used to satisfy a UNIFI/General Education category **may** also be used to satisfy these licensure requirements.

9 hours from 3 different areas:

History: with prefix HISEUA, HISEUB, HISNW, HISUS, HIST

or classes

HUM 1021	Humanities I: The Ancient, Classical, and Medieval Worlds

or HUM 1022	Humanities II: The Renaissance, Reformation, and Enlightenment
or HUM 1023	Humanities III: The Age of Revolution to the Present
Economics: with prefix ECON	
Psychology: with prefix PSYCH	
Sociology: with prefix SOC	
Geography: with prefix GEOG	
Political Science/Civic Literacy: One of the following	
POLSCI 1014	Power & Politics in the U.S.
POLSCI 1048	Introduction to Public Administration
POLSCI 2131	American State Politics
POLSCI 2147	Law, Politics, and Society
POLSCI 3112	Campaigns and Elections
POLSCI 3132	Community Politics
POLSCI 3134	Congress: The First Branch
POLSCI 3141	Constitutional Law
POLSCI 3144	Civil Rights and Liberties
POLSCI 3146	Judicial Politics and Policy-making
POLSCI 3150	Public Opinion and Voting Behavior
POLSCI 3151	Modern Presidency
POLSCI 3153	Leadership and Management in Public Service
POLSCI 3166	Political Parties and Interest Groups
POLSCI 3172	Public Budgeting
POLSCI 3174	Management of Public Human Resources
POLSCI 4130/5130	Iowa Politics
POLSCI 4142/5142	Problems in Juvenile and Family Law
POLSCI 4143/5143	Citizen Participation and Civic Engagement
POLSCI 4160/5160	Political Communication
POLSCI 4173	Politics and Public Policy
POLSCI 4176/5176	Topics in Public Policy
POLSCI 4177/5177	Political Psychology
POLSCI 4188/5188	Seminar in Public Administration

Area of Specialization

As required for state licensure, students must include a 12-hour area of specialization, which can be fulfilled through UNIFI/General Education courses.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner		3
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	

EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		3
SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
Category 3: Education for All		3
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	
Category 4: The Classroom Environment		3
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
ECIE 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		3
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

Undergraduate Majors, Minors, and Certificates

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

Elementary Education Teaching, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MATH 1204	Mathematical Reasoning	3
SCI ED 1200	Inquiry into Life Science	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
SCI ED 1300	Inquiry into Physical Science	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		11
Hours		17
Sophomore		
Fall		
LITED 1044	Children's Literature	3
MATH 2204	Mathematical Reasoning for Elementary Teachers II	3
SCI ED 1100	Inquiry into Earth and Space Science	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		3
Hours		15
Spring		
MATH 3204	Mathematical Reasoning for Elementary Teachers III	3
TEACHING 2020	Introduction to Teaching: Exploring Options	1
Educator Essentials Course		3
UNIFI/General Education or University Electives		6
Hours		13
Junior		
Fall		
ELEMECML 3120	Classroom Management K-8	3
EDUC 2302	Teaching Methods I: Elementary Curriculum	3
EDUC 2402	Teaching Internship I: Elementary Curriculum	3
LITED 3115	Methods of Teaching Early Literacy	3
UNIFI/General Education or University Electives		3
Educator Essentials Course		3
Hours		18
Spring		
ELEMECML 4125/5125	Methods of Teaching Health, Fitness, Visual and Performing Arts Integration in Elementary Classroom	3
UNIFI/General Education or University Electives		12
Hours		15

Senior

Fall

EDUC 3523/5523	Teaching Methods II: Teaching Elementary Science	3
EDUC 3524/5524	Teaching Methods II: Teaching Elementary and Middle-Level Social Studies	3
EDUC 3602/5602	Teaching Internship II: Elementary Methods	3
LITED 3116	Methods of Teaching Content Literacy in the Intermediate Grades	3
MATH 3203	Teaching Mathematics in the Elementary School	3
Hours		15

Spring

EDUC 4134	Elementary Teaching	12
Hours		12
Total Hours		120

Learning Outcomes

Elementary Education Teaching, B.A.

Teacher candidates:

- Demonstrate content knowledge and skills through planning, lesson implementation, and learning assessments for culturally sustaining experiences during inclusive classroom-based activities. (UNI SL) - Content Knowledge)
 - Use content knowledge of and clinical practice in literacy, including assessment (diagnostic and evaluation), language arts integrations, technology integration in teaching and learning activities, research-based literacy methods, and classroom management associated with literacy.
 - Use content knowledge of and clinical practice in mathematics, including assessment (diagnostic and evaluation), current research-based instructional methods (e.g., problem-solving, reasoning, communication, recognizing, making, and applying connections, integration of manipulatives, ability to construct and apply multiple connected representations, the application of content in real-world experience, and classroom management in mathematics.
 - Use content knowledge of clinical practice in social sciences (history, geography, political science/civic literacy, economics, behavioral sciences) and research-based approaches to teaching and learning of social sciences, integration in teaching and student learning in social sciences, and classroom management as it applies to the social sciences.
 - Use content knowledge of and clinical practice in science (e.g., physical, earth/space, and life sciences), research-based methods of inquiry-based teaching and learning technology integration in science, and classroom management associated with science.
 - Engage with methods of teaching physical education, health and wellness, and visual and performing arts.
 - Engage in teaching field experience in primary and intermediate classrooms.
- Reflect, analyze (UNI SLO - Critical Thinking), and explain (UNI SLO - Communication) the relationship between culturally relevant pedagogical content knowledge and skills in planning,

implementing, and assessing inclusive classroom-based activities and experiences.

- Synthesize and evaluate experiences in diverse classrooms and coursework that explain teacher candidate teaching philosophy and their ability to develop positive relationships with students. (UNI SLO - Critical Thinking)

Policies

Iowa law requires that all teacher education students pursuing endorsements in 102 K-6 Teacher Elementary Classroom, 1001 Birth-Grade 3 Inclusive Settings, 148 K-8 Reading, 260 K-8 Instructional Strategist I, or 103 PK-K Teacher Pre Kindergarten-Kindergarten must complete the Foundations of Reading test administered by Pearson.

Elementary Education: Purple Pathway - Teaching B.A.

Elementary Education: Purple Pathway - Teaching Major

The B.A. Elementary Education: Purple Pathway Teaching major requires a minimum of 120 hours to graduate.

The Purple Pathway for Paraeducators (PPP) is an accelerated pathway that builds on the elementary paraeducator's Associate Degree (or higher) and their employment as a full-time elementary paraeducator. The pathway requires two years, including the summer between, ending in Student Teaching. The course of study prepares the teacher candidate for endorsement as an elementary (K-6) and special education (K-8) (Strat 1: Mild and Moderate Disabilities) teacher. Teacher apprentices engage in application of knowledge and skills that they learn in classes while working in their assignment in schools and engage in practica under the supervision of their mentor (MCL) assigned by the school district. The final practica conducted also incorporates virtual supervision by UNI supervisors via GoReact.

Students are required to maintain a 2.5 GPA throughout the program, and have a 2.5 major GPA to student teach and to graduate. Students must receive a C or higher in each session.

ELSPED 3114	Child Development, Wellness, Literature and Arts Integration	8
ELSPED 3115	Schooling and Inclusive Education in the 21st Century	8
ELSPED 3117	Inclusive Classroom Environments and Learning Assessment	8
ELSPED 3118	Learning Motivation, Behavior Support, and Reasoning Skills	8
ELSPED 4115	Engaging in Integrated Science, Methods of Teaching Science, and Math Reasoning Part 1	8
ELSPED 4116	Engaging in Integrated Science, Methods of Teaching Science, and Math Reasoning Part 2	8
ELSPED 4117	Differentiating Literacy and Social Studies for All Students	8

ELSPED 4118	Differentiating Math for All Students and Differentiation Practicum	8
ELSPED 4120	Transitions: Education and Post K-12	2
EDUC 4134	Elementary Teaching	6
EDUC 4135	Special Education Teaching	6
Total Hours		78

Four-Year Plan

Elementary Education: Purple Pathway, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Junior		
Fall		
ELSPED 3115	Schooling and Inclusive Education in the 21st Century	8
ELSPED 3114	Child Development, Wellness, Literature and Arts Integration	8
Hours		16
Spring		
ELSPED 3117	Inclusive Classroom Environments and Learning Assessment	8
ELSPED 3118	Learning Motivation, Behavior Support, and Reasoning Skills	8
Hours		16
Summer		
ELSPED 4115	Engaging in Integrated Science, Methods of Teaching Science, and Math Reasoning Part 1	8
ELSPED 4116	Engaging in Integrated Science, Methods of Teaching Science, and Math Reasoning Part 2	8
Hours		16
Senior		
Fall		
ELSPED 4117	Differentiating Literacy and Social Studies for All Students	8
ELSPED 4118	Differentiating Math for All Students and Differentiation Practicum	8
Hours		16
Spring		
ELSPED 4120	Transitions: Education and Post K-12	2
EDUC 4134	Elementary Teaching	6
EDUC 4135	Special Education Teaching	6
Hours		14
Total Hours		78

Learning Outcomes

Elementary Education: Purple Pathway, B.A.

Teacher apprentices:

- Use skills, knowledge base, and dispositions that support child growth and development, adhering to philosophical, historical, social, and cultural foundations and state/federal law.
- Collaborate to prepare curriculum, instruction, intervention, and assessment of children with and without disabilities. (UNI SLO - Content Knowledge)
- Demonstrate content knowledge and skills through planning, lesson implementation, and progress assessments during individualized and inclusive classroom-based activities in primary and intermediate classrooms. (UNI SLO) - Content Knowledge)
 - Use content knowledge of and clinical practice in literacy, including assessment (diagnostic and evaluation), language arts integrations, technology integration in teaching and learning activities, research-based literacy methods, and classroom management associated with literacy.
 - Use content knowledge of and clinical practice in mathematics, including assessment (diagnostic and evaluation), current research-based instructional methods (e.g., problem-solving, reasoning, communication, recognizing, making, and applying connections, integration of manipulatives, ability to construct and apply multiple connected representations, the application of content in real-world experience, and classroom management in mathematics.
 - Use content knowledge of and clinical practice in social sciences (history, geography, political science/civic literacy, economics, behavioral sciences) and research-based approaches to teaching and learning of social sciences, integration in teaching and student learning in social sciences, and classroom management as it applies to the social sciences.
 - Use content knowledge of and clinical practice in science (e.g., physical, earth/space, and life sciences), research-based methods of inquiry-based teaching and learning technologies integrated in science, and classroom management associated with science.
 - Engage with methods of teaching physical education, health and wellness, and visual and performing arts.
- Analyze and explain the relationship between culturally relevant pedagogical content knowledge and skills in planning, implementing, and assessing inclusive classroom-based activities and experiences that include children with and without disabilities. (UNI SLO - Communication)
- Explain and use unbiased assessment, diagnosis, and assessment/evaluation procedures to make decisions about the individualized support needs of learners (UNI SLO - Content Knowledge and Skills)
- Identify experiences in diverse classrooms that suggest a need for support for learning by students requiring specialized support (UNI SLO - Critical Thinking)

- Communicate and collaborate with existing and potential partners to support all students, including those with disabilities (e.g., families, classroom teachers, support services personnel, paraprofessionals, community partners, and others involved in the education program). (UNI SLO - Communication)

Policies

Iowa law requires that all teacher education students pursuing endorsements in 102 K-6 Teacher Elementary Classroom, 1001 Birth-Grade 3 Inclusive Settings, 148 K-8 Reading, 260 K-8 Instructional Strategist I, or 103 PK-K Teacher Pre Kindergarten-Kindergarten must complete the Foundations of Reading test administered by Pearson.

English B.A.
English Major

The B.A. English major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required:

Complete all of the following:		15
English:		
ENGLISH 2120	Critical Writing About Literature	
ENGLISH 2320	Survey of English Literature from Beginnings to Early Modernity	
ENGLISH 2340	Survey of Post-1800 English and World Literature	
ENGLISH 2420	Survey of American Literature	
ENGLISH 2520	Multicultural Literature	
Complete two of the following:		6
Writing and/or Linguistics:		
ENGLISH 3710/5710	Craft of Creative Nonfiction	
ENGLISH 3130	Writing & Healing	
ENGLISH 3715/5715	Craft of Poetry *	
ENGLISH 3725/5725	Craft of Fiction *	
ENGLISH 4025/5025	Theory and Practice of Writing	
ENGLISH 4040/5040	Digital Writing: Theory and Practice	
ENGLISH 4740/5740	Poetry Workshop *	
ENGLISH 4750/5750	Fiction Workshop *	
ENGLISH 4765/5765	Applied Writing: Workplace Communication *	
ENGLISH 4775/5775	Applied Writing: Specialized Documents *	
ENGLISH 4785/5785	Applied Writing: Projects, Grants and Careers *	
TESOL 3110	The Structure of English	
TESOL 4120/5120	Introduction to Linguistics	
TESOL 4140/5140	History of the English Language *	
TESOL 4510/5510	Language Development	

TESOL 4520/5520	Cultural Aspects of Language and Language Teaching*
TESOL 4540/5540	Sociolinguistics*
Electives in English literature, complete at least one (1) course from each group (A, B, and C)	
Within each group, other appropriate topics may be offered in sections of:	
ENGLISH 3159/4159/5159	Experimental course
ENGLISH 3186/4186/5186	"Studies in"
ENGLISH 4188/5188	Author Seminar:
ENGLISH 4190/5190	Seminar in Literature:
ENGLISH 4688/5688	Genre Seminar:
Group A: Literature in English to 1800:	
ENGLISH 4310/5310	Old English Language, Literature, and Culture
ENGLISH 4315/5315	Early Modern Drama
ENGLISH 4320/5320	English Renaissance
ENGLISH 4325/5325	18th-Century British Literature
ENGLISH 4370/5370	Chaucer
ENGLISH 4375/5375	Shakespeare
ENGLISH 4380/5380	Milton
ENGLISH 4410/5410	Early American Literature
Group B: Literature in English since 1800:	
ENGLISH 4330/5330	British Romantic Writers
ENGLISH 4335/5335	British Victorian Writers
ENGLISH 4340/5340	British Novel to 1900
ENGLISH 4345/5345	British Novel Since 1900
ENGLISH 4420/5420	The American Renaissance
ENGLISH 4425/5425	American Realism and Naturalism to WWI
ENGLISH 4430/5430	American Poetry to 1914
ENGLISH 4445/5445	American Novel Since 1900
ENGLISH 4602/5602	Modern and Contemporary Poetry
ENGLISH 4615/5615	Modern Drama
Group C: Literary Theory, Film, Cross-Cultural:	
ENGLISH 3144	Genocide in Writing and Film
ENGLISH 3148	The Holocaust in Literature and Film
ENGLISH 3110	Environmental Literature
ENGLISH 4120/5120	Literature, Gender and Intersectionality
ENGLISH 4140/5140	Literary Criticism
ENGLISH 4160/5160	Issues in Digital Humanities
ENGLISH 4310/5310	Old English Language, Literature, and Culture
ENGLISH 4540/5540	African American Literature
ENGLISH 4560/5560	Asian American Literature
ENGLISH 3577/	Blues and Jazz in African
CAP 3187	American Film and Literature

ENGLISH 4588/5588	World Literature Seminar: (Topic)
ENGLISH 4632/5632	Literary Nonfiction
ENGLISH 4652/5652	Film and Literature
ENGLISH 4660/5660	Film History
ENGLISH 4664/5664	Film Theory and Criticism
ENGLISH 4672/5672	Electronic Literature
Total Hours	39

* The following courses have additional prerequisites:
 ENGLISH 3715/5715 and ENGLISH 3725/5725 have a prerequisite of ENGLISH 2700 or consent of instructor.
 ENGLISH 4765/5765 and ENGLISH 4775/5775 have prerequisites of MGMT 2080 or ENGLISH 2770 or consent of instructor.
 ENGLISH 4740/5740 has prerequisite of ENGLISH 3715/5715 or consent of instructor.
 ENGLISH 4750/5750 has prerequisite of ENGLISH 3725/5725 or consent of instructor.
 ENGLISH 4785/5785 has a prerequisite or corequisite of ENGLISH 2770 or consent of instructor.
 TESOL 4140/5140 and TESOL 4520/5520 and TESOL 4540/5540 have a prerequisite of TESOL 4120/5120 or TESOL 3110.

Four-Year Plan

English, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
UNIFI/General Education or University Electives		15
Hours		15
Spring		
ENGLISH 2120	Critical Writing About Literature	3
UNIFI/General Education or University Electives		12
Hours		15
Sophomore		
Fall		
ENGLISH 2420	Survey of American Literature	3
ENGLISH 2520	Multicultural Literature	3
English Writing or Linguistics Class		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ENGLISH 2320	Survey of English Literature from Beginnings to Early Modernity	3
English Major Literature Elective - Group A		3
English Writing or Linguistics Class		3
UNIFI/General Education or University Electives		6
Hours		15

Undergraduate Majors, Minors, and Certificates

Junior

Fall

ENGLISH 2340	Survey of Post-1800 English and World Literature	3
English Major Literature Elective - Group B		3
UNIFI/General Education or University Electives		9
Hours		15

Spring

English Major Literature Elective - Group C		3
English Major Literature Elective		3
UNIFI/General Education or University Electives		9
Hours		15

Senior

Fall

English Major Literature Elective		3
UNIFI/General Education or University Electives		12
Hours		15

Spring

English Senior Seminar		3
UNIFI/General Education or University Electives		12
Hours		15
Total Hours		120

Learning Outcomes

English, B.A.

- Students will analyze texts [Critical Thinking]
- Students will create original texts [Communication]
- Students will situate texts (within their contexts) [Content knowledge]

English - Teaching B.A.

English - Teaching Major

The B.A. English - Teaching major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

This major leads to endorsement #120: 5-12 English/Language Arts.

Complete all of the following:

English:		15
ENGLISH 2120	Critical Writing About Literature	
ENGLISH 2320	Survey of English Literature from Beginnings to Early Modernity	
ENGLISH 2340	Survey of Post-1800 English and World Literature	
ENGLISH 2420	Survey of American Literature	
ENGLISH 2520	Multicultural Literature	

Complete one of the following: ** 3

English:		
ENGLISH 3710/5710	Craft of Creative Nonfiction	
ENGLISH 3130	Writing & Healing	

ENGLISH 4025/5025 Theory and Practice of Writing

ENGLISH 4040/5040 Digital Writing: Theory and Practice

ENGLISH 4765/5765 Applied Writing: Workplace Communication **

ENGLISH 4775/5775 Applied Writing: Specialized Documents **

ENGLISH 4785/5785 Applied Writing: Projects, Grants and Careers

Complete one of the following: ** 3

TESOL/Applied Linguistics:

TESOL 3110 The Structure of English

TESOL 4120/5120 Introduction to Linguistics

Complete one of the following: ** 3

TESOL/Applied Linguistics:

TESOL 4140/5140 History of the English Language

TESOL 2310 Modern English Grammar and Usage

TESOL 4510/5510 Language Development

TESOL 3710 Content Area Strategies for English Language Learners

Complete all of the following: 9

Communication:

COMM 1000 Oral Communication

English:

ENGLISH 3940/5940 Literature for Young Adults

Literacy Education

LITED 4117/5117 Methods of Teaching Content Literacy at the Middle and Secondary Levels

Electives in English literature: complete at least one course from each group (A, B, and C):

Within each group, other appropriate topics may be offered in sections of: *

ENGLISH 3159/4159/5159 Experimental course

ENGLISH 3186/4186/5186 "Studies in"

ENGLISH 4188/5188 Author Seminar:

ENGLISH 4190/5190 Seminar in Literature:

ENGLISH 4688/5688 Genre Seminar:

Group A: Literature in English to 1800: * 3

ENGLISH 4310/5310 Old English Language, Literature, and Culture

ENGLISH 4315/5315 Early Modern Drama

ENGLISH 4320/5320 English Renaissance

ENGLISH 4325/5325 18th-Century British Literature

ENGLISH 4370/5370 Chaucer

ENGLISH 4375/5375 Shakespeare

ENGLISH 4380/5380 Milton

ENGLISH 4410/5410 Early American Literature

Group B: Literature in English since 1800: * 3

ENGLISH 4330/5330	British Romantic Writers	
ENGLISH 4335/5335	British Victorian Writers	
ENGLISH 4340/5340	British Novel to 1900	
ENGLISH 4345/5345	British Novel Since 1900	
ENGLISH 4420/5420	The American Renaissance	
ENGLISH 4425/5425	American Realism and Naturalism to WWI	
ENGLISH 4430/5430	American Poetry to 1914	
ENGLISH 4445/5445	American Novel Since 1900	
ENGLISH 4602/5602	Modern and Contemporary Poetry	
ENGLISH 4615/5615	Modern Drama	
Group C: Literary Theory, Film, Cross-Cultural: *		3
ENGLISH 3144	Genocide in Writing and Film	
ENGLISH 3148	The Holocaust in Literature and Film	
ENGLISH 3110	Environmental Literature	
ENGLISH 4120/5120	Literature, Gender and Intersectionality	
ENGLISH 4140/5140	Literary Criticism	
ENGLISH 4160/5160	Issues in Digital Humanities	
ENGLISH 4310/5310	Old English Language, Literature, and Culture	
ENGLISH 4540/5540	African American Literature	
ENGLISH 4560/5560	Asian American Literature	
ENGLISH 3577/ CAP 3187	Blues and Jazz in African American Film and Literature	
ENGLISH 4588/5588	World Literature Seminar: (Topic)	
ENGLISH 4632/5632	Literary Nonfiction	
ENGLISH 4652/5652	Film and Literature	
ENGLISH 4660/5660	Film History	
ENGLISH 4664/5664	Film Theory and Criticism	
ENGLISH 4672/5672	Electronic Literature	
Total Hours		42

**The following courses have additional prerequisites:

ENGLISH 3710/5710 has a prerequisite of ENGLISH 2120 or ENGLISH 2700

ENGLISH 4765/5765 and ENGLISH 4775/5775 and ENGLISH 4785/5785 have prerequisites of MGMT 2080 or ENGLISH 2770 or consent of instructor.

TESOL 4140/5140 and TESOL 3710 have prerequisites of TESOL 4120/5120 or TESOL 3110.

Note: Prerequisites for student teaching in English are a grade point average of 2.50 in English major courses and a grade of C or better in all methods courses.

Professional Experiences

Required:

EDUC 2320	Teaching Methods I: The Teaching of Writing *	3
EDUC 2420	Teaching Internship I: English Practicum	3

EDUC 3520/5520	Teaching Methods II: The Teaching of English *	3
EDUC 3620/5620	Teaching Internship II: Advanced English Practicum	3
EDUC 4138	Secondary School Teaching	12
Total Hours		24

* A grade of C (2.00) or higher is required for all Methods courses.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner		3
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		3
SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
Category 3: Education for All		3
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	
Category 4: The Classroom Environment		3
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
ECIE 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		3

Undergraduate Majors, Minors, and Certificates

ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan
English Teaching, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
UNIFI/General Education or University Electives		15
Hours		15
Spring		
ENGLISH 2120	Critical Writing About Literature	3
UNIFI/General Education or University Electives		12
Hours		15
Sophomore		
Fall		
ENGLISH 2420	Survey of American Literature	3
ENGLISH 2520	Multicultural Literature	3
Educator Essentials Courses		6
UNIFI/General Education or University Electives		3
Hours		15
Spring		
ENGLISH 2320	Survey of English Literature from Beginnings to Early Modernity	3
ENGLISH 3710/5710	Craft of Creative Nonfiction (or alternate English writing course)	3
TESOL Linguistics Course		3
Educator Essentials Course		3
UNIFI/General Education or University Electives		3
Hours		15

Junior		
Fall		
ENGLISH 2340	Survey of Post-1800 English and World Literature	3
EDUC 2320	Teaching Methods I: The Teaching of Writing	3
EDUC 2420	Teaching Internship I: English Practicum	3
TESOL Linguistics Course		3
Educator Essentials Course		3
UNIFI/General Education or University Electives		3
Hours		18
Spring		
ENGLISH 3940/5940	Literature for Young Adults	3
LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	3
English Major Literature Eelctive - Group A (or Senior Seminar)		3
Educator Essentials Courses		6
Hours		15
Senior		
Fall		
EDUC 3520/5520	Teaching Methods II: The Teaching of English	3
EDUC 3620/5620	Teaching Internship II: Advanced English Practicum	3
English Major Literature Elective - Group B (or Senior Seminar)		3
English Major Literature Elective - Group C (or Senior Seminar)		3
UNIFI/General Education or University Electives		3
Hours		15
Spring		
EDUC 4138	Secondary School Teaching	12
Hours		12
Total Hours		120

- Learning Outcomes
- English Teaching, B.A.
- Students will analyze texts [Critical Thinking]
 - Students will create original texts [Communication]
 - Students will situate texts (within their contexts) [Content knowledge]

Environmental Resource Management B.A.
Environmental Resource Management Major

The Environmental Resource Management major is aimed at students searching for career options in the broadly-defined 'outdoor environment' that are related to natural resources, environmental systems, and sustainable development. This program will prepare students for careers in the environmental and human management of public and private spaces across differing categories of environmental systems - from public parks and lands to conservancy units managed by governmental and other non-profit agencies and organizations.

This program aims to serve those students who do not wish to pursue careers as environmental scientists *per se* from more tightly focused 'environmental science' programs.

- **STUDENTS ARE REQUIRED TO TAKE THE CORE REQUIREMENTS (31 HOURS) AND MAY CHOOSE ONLY ONE OF THE FOUR SPECIALIZATION TRACKS (30-32 HOURS).**
- Each track is composed of clusters of courses with a specific concentration, each of which has a separate hourly requirement.
- For purposes of this degree program, those prerequisite courses required by BIOL, EARTHSCI, GEOG, and RTNL for mid/upper-level courses in each Track **THAT ARE NOT INCLUDED IN THE CORE REQUIREMENTS** will normally be waived by the appropriate departments.
- The separate tracks allow students to specialize in the area of most general interest while the primary & secondary foci within each track make sure students also are exposed to a wide range of important auxiliary coursework.
- A student with a major in the interdisciplinary B.A. Environmental Resource Management: Ecosystems Track may not declare another major or minor in biology.
- By permission of the Provost's Office, students enrolled in the B.A. Environmental Resource Management major will be considered majors in all four of the participating departments.

Core Requirements

BIOL 2051	General Biology: Organismal Diversity	4
BIOL 3100	Evolution, Ecology and the Nature of Science *	3
CHEM 1110	General Chemistry I	4
EARTHSCI 1300	Introduction to Geology	4
or		
GEOG 1210 & GEOG 1211	Planet Earth and Planet Earth Laboratory	
EARTHSCI 3330/5330	Geomorphology	4
GEOG 2260	Environmental Resource Management	3
GEOG 2410	Geographic Information Systems I	3
RTNL 4320	Financial Resource Management in Recreation, Tourism and Nonprofit Leadership	3
HIST 4170/5170	U.S. Environmental History	3
Total Hours		31

* For students pursuing the Environmental Resource Management B.A. degree, the Department of Biology will waive the BIOL 2052 and CHEM 1120 prerequisites for enrollment into BIOL 3100.

Encouraged Certificates: Certificate programs that are appropriate to couple with the ERM major and help to expand specific, relevant experiences for students.

- GIS & Cartography (Department of Geography)

- Sustainability (Interdisciplinary)
- Outdoor Leadership and Education (Department of Learning, Leadership, and Community)
- Tourism (Department of Learning, Leadership, and Community)
- Nonprofit Leadership (Department of Learning, Leadership, and Community)
- Public History (Department of History)

Ecosystems Track

A total of 31-32 hours are needed for this track. There are 11-12 hours of required courses. In addition, student select courses from all three elective categories (A, B, & C) to accumulate to a minimum of 20 hours. At least one course must be taken from each elective category.

Required

BIOL 4168/5168	Ecology **	4
CHEM 1120	General Chemistry II §	4
MATH 1140	Precalculus	3-4
or STAT 1772	Introduction to Statistical Methods	

Electives: 20

Category A - Content Management Related Courses (pick at least 1 course)

BIOL 4105/5105	Wildlife Ecology and Management **	
BIOL 4108/5108	Biodiversity Conservation Policy **	
BIOL 4167/5167	Conservation Biology **	
BIOL 4180/5180	Restoration Ecology **	

Category B - Content Related Courses (pick at least 1 course)

BIOL 3109/5109	Plants of North America	
BIOL 3160	Field Zoology of Vertebrates *	
BIOL 3170	Entomology *	
BIOL 4157/5157	Biostatistics **	
BIOL 4164/5164	Mammalogy **	
BIOL 4172/5172	Developmental Plant Anatomy **	
GEOG 4310/5310	GIS Applications: (Variable Topic)	
GEOG 4320/5320	Geographic Information Systems II	

Category C - Cognates (pick at least 1 course)

EARTHSCI 1200	Elements of Weather	
ENGLISH 4785/5785	Applied Writing: Projects, Grants and Careers ^	
GEOG 2210	Modern Climate Change: Evidence and Predictions	
GEOG 2240	Natural Hazards and Disasters	
GEOG 3179	Cooperative Education in Geography ^	
or BIOL 3179	Cooperative Education	
or EARTHSCI 3430	Internship	
or RTNL 4510	Internship in Recreation, Tourism and Nonprofit Leadership	

Undergraduate Majors, Minors, and Certificates

or PH 4180	Internship
GEOG 3220	Environmental Geography: Variable Topic [^]
GEOG 4220/5220	Soils and Landscapes
GEOG 4270/5270	Science of Scenery
GEOG 4240/5240	The Ice Age [^]
GEOG 4250/5250	Laboratory Methods in Environmental Geography
GEOG 4370/5370	Remote Sensing of the Environment
MGMT 3183	Leadership Skills [^]
MGMT 3185	Project Management [^]
RTNL 2120	Foundations of Tourism
RTNL 4553/5553	Principles and Practice of Adventure Programming
RTNL/HIST 4556	Outdoor Recreation History Ethics and Emerging Trends
Total Hours	31-32

* For students pursuing the Environmental Resource Management B.A. degree, the Department of Biology will waive BIOL 2052 and CHEM 1120 for BIOL 3000-level courses.

**For students pursuing the Environmental Resource Management B.A. degree, the Department of Biology will waive BIOL 3140 as a prerequisite for BIOL 4000-level courses.

§ Students pursuing the Ecosystems track can take CHEM 1110 and CHEM 1120 (8 credits) OR CHEM 1130 (5 credits). CHEM 1130 is designed for students with exceptional preparation in Chemistry. Taking CHEM 1130 changes the total degree requirement from 62-63 credit hours to 59-60 credit hours.

[^] These courses have additional prerequisites as follows:
 ENGLISH 4785/5785 has prerequisites of ENGLISH 2770 or consent of instructor; junior standing.
 GEOG 3220 has a prerequisite of GEOG 1120 or GEOG 1210 or GEOG 2210 or GEOG 1110 or consent of instructor.
 GEOG 4240/5240 has prerequisites of GEOG 1210; GEOG 2210; EARTHSCI 1300; or consent of instructor; junior standing.
 MGMT 3183 has a prerequisite of MGMT 3965/5965.
 GEOG 3179 has prerequisites of 15 hours of geography at UNI; cumulative GPA of 2.50; junior standing; consent of department.
 RTNL 4320 has prerequisites of three (3) credit hours of RTNL 31XX; junior standing. For students pursuing the Environmental Resource Management major, Department of Health, Recreation and Community Services will waive the prerequisites of 3 hours of RTNL 31XX.
 RTNL 4510 has prerequisites of senior standing; consent of Internship Coordinator and a corequisite of RTNL 4520. For students pursuing the Environmental Resource Management major, Department of Health, Recreation and Community Services will waive this corequisite.
 PH 4180 has prerequisites of PH 3170; senior standing; 2.50 cumulative GPA; consent of Division of Health Promotion and Education Coordinator of Student Field Experiences.

Geosystems Track

A total of 30 hours are needed for this track, with a minimum of 21 hours from the Primary Focus group and 9 hours from the Secondary Focus group.

Electives

Primary Focus - Content Related Courses		21
EARTHSCI 1200	Elements of Weather	
EARTHSCI 3350/5350	Environmental Hydrology [^]	
EARTHSCI 3322	Earth Materials [^]	
GEOG 2210	Modern Climate Change: Evidence and Predictions	
GEOG 2240	Natural Hazards and Disasters	
GEOG 3220	Environmental Geography: Variable Topic ^{* ^}	
or		
EARTHSCI 3345/5345	Environmental Geology ^{***}	
GEOG 4220/5220	Soils and Landscapes	
GEOG 4230/5230	Rivers	
GEOG 4250/5250	Laboratory Methods in Environmental Geography	
GEOG 4370/5370	Remote Sensing of the Environment	
RTNL 2130	Foundations of the Nonprofit Sector	
RTNL 4553/5553	Principles and Practice of Adventure Programming	
RTNL 4554/5554	Managing Recreation Impacts on the Natural Environment	
Secondary Focus - Management Cognates		9
BIOL 4105/5105	Wildlife Ecology and Management ^{**}	
BIOL 4180/5180	Restoration Ecology ^{**}	
EARTHSCI 3325/5325	Sedimentary Geology ^{****}	
EARTHSCI 3360/5360	Field and Laboratory Methods in Hydrology	
ECON 3225/5225	Environmental Economics [^]	
ENGLISH 4785/5785	Applied Writing: Projects, Grants and Careers [^]	
GEOG 4170/5170	Climate Action Planning	
GEOG 4240/5240	The Ice Age [*]	
GEOG 4270/5270	Science of Scenery	
GEOG 4310/5310	GIS Applications: (Variable Topic) [^]	
GEOG 4320/5320	Geographic Information Systems II	
RTNL 2120	Foundations of Tourism	
RTNL/HIST 4556	Outdoor Recreation History Ethics and Emerging Trends	
RTNL 4776/5776	Eco, Adventure and Sport Tourism	
MGMT 3185	Project Management [^]	
POLSCI 3172	Public Budgeting [^]	
BIOL 3179	Cooperative Education [^]	
or GEOG 3179	Cooperative Education in Geography	

or EARTHSCI 3430	Internship
or RTNL 4510	Internship in Recreation, Tourism and Nonprofit Leadership
or PH 4180	Internship
Other courses as approved by advisors and program director	
Total Hours	30

* * For students pursuing the Geosystems Track, the Geography Department will accept GEOG 1210 and GEOG 1211 or EARTHSCI 1300 as the prerequisite for enrollment into all listed Geography courses except GEOG 4310/5310 and GEOG 4320/5320.

**** The Biology Department will waive BIOL 3140 as a prerequisite for BIOL 4105/5105 and BIOL 4180/5180.

***** The Earth and Environmental Sciences Department will accept GEOG 1210 and GEOG 1211 as substitutes for courses that require EARTHSCI 1300.

***** The Earth and Environmental Sciences Department will waive the requirement of EARTHSCI 1320 for EARTHSCI 3325/5325.

The Department of Health, Recreation and Community Services will waive RTNL 2120 as a prerequisite for RTNL 4776/5776.

^ ^ These courses have additional prerequisites as follows:

EARTHSCI 3322 has a prerequisite of EARTHSCI 1300.

EARTHSCI 3350/5350 has prerequisites of EARTHSCI 1300; junior standing.

GEOG 3220 has a prerequisite of GEOG 1120 or GEOG 1210 or GEOG 2210 or GEOG 1110 or consent of instructor.

ECON 3225/5225 has prerequisites of ECON 1041, ECON 1051; junior standing.

ENGLISH 4785/5785 has prerequisites of ENGLISH 2770 or consent of instructor; junior standing.

GEOG 4310/5310 has prerequisites of GEOG 2410; junior standing.

GEOG 4320/5320 has prerequisites of GEOG 2410 or consent of instructor; junior standing.

POLSCI 3172 has prerequisites of POLSCI 1014; POLSCI 1048.

GEOG 3179 has prerequisites of 15 hours of geography at UNI; cumulative GPA of 2.50; junior standing; consent of department.

RTNL 4510 has prerequisites of senior standing; consent of Internship Coordinator and a corequisite of RTNL 4520. For students pursuing the Environmental Resource Management major, the Department of Health Recreation and Community Services will waive this corequisite.

PH 4180 has prerequisites of PH 3170; senior standing; 2.50 cumulative GPA; consent of Division of Health Promotion and Education Coordinator of Student Field Experiences.

Resource Administration Track

A total of 30 hours are needed for this track, with a minimum of 21 hours from the Primary Focus group and 9 hours from the Secondary Focus group.

Primary Focus - Content Related Courses		21
GEOG 2210	Modern Climate Change: Evidence and Predictions	
GEOG 2240	Natural Hazards and Disasters	
GEOG 4170/5170	Climate Action Planning	
PH 3720	Environmental and Occupational Health Regulations	

RTNL 2130	Foundations of the Nonprofit Sector	
RTNL 3337	Human Resource Development for Recreation, Tourism and Nonprofit Leadership	
RTNL 4310/5310	Areas and Facilities in Recreation, Tourism and Nonprofit Leadership	
RTNL 4554/5554	Managing Recreation Impacts on the Natural Environment	
RTNL/HIST 4556	Outdoor Recreation History Ethics and Emerging Trends	
RTNL 4776/5776	Eco, Adventure and Sport Tourism	
Secondary Focus - Cognates		9
BIOL 4167/5167	Conservation Biology **	
GEOG 4220/5220	Soils and Landscapes	
GEOG 4230/5230	Rivers	
GEOG 4250/5250	Laboratory Methods in Environmental Geography	
GEOG 4270/5270	Science of Scenery	
GEOG 4310/5310	GIS Applications: (Variable Topic)	
GEOG 4320/5320	Geographic Information Systems II	
GEOG 4370/5370	Remote Sensing of the Environment	
ENGLISH 4775/5775	Applied Writing: Specialized Documents ^	
or ENGLISH 4785/5785	Applied Writing: Projects, Grants and Careers	
PH 3710	Environmental Health Science	
RTNL 2120	Foundations of Tourism	
RTNL 4552/5552	Outdoor Education and Leadership	
RTNL 4553/5553	Principles and Practice of Adventure Programming	
RTNL 4779/5779	Community Planning Workshop	
MGMT 3185	Project Management ^	
POLSCI 3172	Public Budgeting ^	
GEOG 3179	Cooperative Education in Geography ^	
or BIOL 3179	Cooperative Education	
or EARTHSCI 3430	Internship	
or RTNL 4510	Internship in Recreation, Tourism and Nonprofit Leadership	
or PH 4180	Internship	
Other courses as approved by advisors and program director		
Total Hours		30

* * The Biology Department will waive BIOL 3140 as a prerequisite for BIOL 4167/5167.

Undergraduate Majors, Minors, and Certificates

**** The Geography Department and the Department of Health, Recreation and Community Services will waive RTNL 2120 as a prerequisite for enrollment into RTNL 4310/5310.

^ ^ These courses have additional prerequisites as follows:

RTNL 4776/5776 has prerequisites of RTNL 2120 or consent of instructor; junior standing.

ENGLISH 4775/5775 has prerequisites of MGMT 2080 or

ENGLISH 2770 or consent of instructor; junior standing.

ENGLISH 4785/5785 has prerequisites of ENGLISH 2770 or consent of instructor; junior standing.

POLSCI 3172 has prerequisites of POLSCI 1014; POLSCI 1048.

GEOG 3179 has prerequisites of 15 hours of geography at UNI; cumulative GPA of 2.50; junior standing; consent of department.

RTNL 4510 has prerequisites of senior standing; consent of Internship Coordinator and a corequisite of RTNL 4520. For students pursuing the Environmental Resource Management major, the Department of Health, Recreation and Community Services will waive this corequisite.

PH 4180 has prerequisites of PH 3170; senior standing; 2.50 cumulative GPA; consent of Division of Health Promotion and Education Coordinator of Student Field Experiences.

Environmental Compliance Track

A total of 32 hours need for this focus area, with 15 hours of required courses, a minimum of 10 hours from the Primary Focus group and 7 hours from the Secondary Focus group.

Required

ECON 1041	Principles of Macroeconomics	3
ECON 1051	Principles of Microeconomics	3
ECON 3225/5225	Environmental Economics	3
PH 3720	Environmental and Occupational Health Regulations	3
PHIL 2550	Environmental Ethics	3

Primary Focus - Content Related Courses 10

EARTHSCI 1200	Elements of Weather
EARTHSCI 1400	Introduction to Environmental Earth Science
EARTHSCI 3230/5230	Air Quality ^
EARTHSCI 3345/5345	Environmental Geology *
or	
GEOG 3220	Environmental Geography: Variable Topic
EARTHSCI 3350/5350	Environmental Hydrology *

Secondary Focus - Cognates 7

EARTHSCI 3240/5240	Air Quality Modeling ^
EARTHSCI 3250/5250	Measurement and Analysis of Air Quality ** ^
EARTHSCI 3325/5325	Sedimentary Geology ***
EARTHSCI 3355/5355	Hydrogeology *
GEOG 4220/5220	Soils and Landscapes
GEOG 4230/5230	Rivers
GEOG 4370/5370	Remote Sensing of the Environment
PH 3710	Environmental Health Science

RTNL 4554/5554	Managing Recreation Impacts on the Natural Environment
MGMT 3153	Organizational Management *
MGMT 3185	Project Management ^
POLSCI 1048	Introduction to Public Administration
GEOG 3179	Cooperative Education in Geography ^
or BIOL 3179	Cooperative Education
or EARTHSCI 343	Internship
or RTNL 4510	Internship in Recreation, Tourism and Nonprofit Leadership
or PH 4180	Internship
Other courses as approved by advisors and program director	

Total Hours 32

* * The Earth and Environmental Sciences Department will accept GEOG 1210 and GEOG 1211 as a substitute for courses that require EARTHSCI 1300.

**** The Earth and Environmental Sciences Department will waive EARTHSCI 3230/5230 as a prerequisite for enrollment into EARTHSCI 3250/5250.

***** The Earth and Environmental Sciences Department will waive the requirement for EARTHSCI 1320 for EARTHSCI 3325/5325.

^ ^ These courses have additional prerequisites as follows:

GEOG 3220 has a prerequisite of GEOG 1120 or GEOG 1210 or GEOG 2210 or GEOG 1110 or consent of instructor.

EARTHSCI 3240/5240 has prerequisites of EARTHSCI 1200; junior standing.

EARTHSCI 3250/5250 has prerequisites of EARTHSCI 1200; junior standing and a prerequisite or corequisite of EARTHSCI 3230/5230.

GEOG 3179 has prerequisites of 15 hours of geography at UNI; cumulative GPA of 2.50; junior standing; consent of department.

RTNL 4510 has prerequisites of senior standing; consent of Internship Coordinator and a corequisite of RTNL 4520. For students pursuing the Environmental Resource Management major, the Department of Health, Recreation and Community Services will waive this corequisite.

PH 4180 has prerequisites of PH 3170; senior standing; 2.50 cumulative GPA; consent of Division of Health Promotion and Education Coordinator of Student Field Experiences.

Four-Year Plan

Environmental Resource Management: Ecosystems, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Undergraduate Majors, Minors, and Certificates

Course	Title	Hour
Freshman		
Fall		
BIOL 2051	General Biology: Organismal Diversity	4
EARTHSCI 1300	Introduction to Geology (or GEOG 1210 Physical Geography and GEOG 1211 Physical Geography Lab)	4
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		3
Hours		14
Spring		
CHEM 1110	General Chemistry I	4
GEOG 2410	Geographic Information Systems I	3
UNIFI/General Education or University Electives		6
Hours		13
Sophomore		
Fall		
BIOL 3100	Evolution, Ecology and the Nature of Science	3
GEOG 2260	Environmental Resource Management	3
CHEM 1120	General Chemistry II	4
UNIFI/General Education or University Electives		3
Hours		13
Spring		
Major Electives		4
UNIFI/General Education or University Electives		12
Hours		16
Junior		
Fall		
BIOL 4168/5168	Ecology	4
EARTHSCI 3330/5330	Geomorphology	4
RTNL 4320	Financial Resource Management in Recreation, Tourism and Nonprofit Leadership	3
UNIFI/General Education or University Electives		3
Hours		14
Spring		
HIST 4170/5170	U.S. Environmental History	3
Major Electives		4
UNIFI/General Education or University Electives		9
Hours		16
Senior		
Fall		
Major Electives		8
UNIFI/General Education or University Electives		9
Hours		17
Spring		
Major Electives		4
UNIFI/General Education or University Electives		13
Hours		17
Total Hours		120

Environmental Resource Management: Geosystems, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly

meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BIOL 2051	General Biology: Organismal Diversity	4
EARTHSCI 1300	Introduction to Geology (or GEOG 1210 Physical Geography and GEOG 1211 Physical Geography Lab)	4
UNIFI/General Education or University Electives		6
Hours		14
Spring		
CHEM 1110	General Chemistry I	4
GEOG 2410	Geographic Information Systems I	3
UNIFI/General Education or University Electives		9
Hours		16
Sophomore		
Fall		
BIOL 3100	Evolution, Ecology and the Nature of Science	3
GEOG 2260	Environmental Resource Management	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
Major Electives		9
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
EARTHSCI 3330/5330	Geomorphology	4
RTNL 4320	Financial Resource Management in Recreation, Tourism and Nonprofit Leadership	3
UNIFI/General Education or University Electives		9
Hours		16
Spring		
HIST 4170/5170	U.S. Environmental History	3
Major Electives		6
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
Major Electives		9
UNIFI/General Education or University Electives		6
Hours		15
Spring		
Major Electives		6
UNIFI/General Education or University Electives		8
Hours		14
Total Hours		120

Environmental Resource Management: Resource Administration, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly

Undergraduate Majors, Minors, and Certificates

meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BIOL 2051	General Biology: Organismal Diversity	4
EARTHSCI 1300	Introduction to Geology (or GEOG 1210 Physical Geography and GEOG 1211 Physical Geography Lab)	4
UNIFI/General Education or University Electives		6
Hours		14
Spring		
CHEM 1110	General Chemistry I	4
GEOG 2410	Geographic Information Systems I	3
UNIFI/General Education or University Electives		9
Hours		16
Sophomore		
Fall		
BIOL 3100	Evolution, Ecology and the Nature of Science	3
GEOG 2260	Environmental Resource Management	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
Major Electives		9
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
EARTHSCI 3330/5330	Geomorphology	4
RTNL 4320	Financial Resource Management in Recreation, Tourism and Nonprofit Leadership	3
UNIFI/General Education or University Electives		9
Hours		16
Spring		
HIST 4170/5170	U.S. Environmental History	3
Major Electives		6
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
Major Electives		9
UNIFI/General Education or University Electives		6
Hours		15
Spring		
Major Electives		6
UNIFI/General Education or University Electives		8
Hours		14
Total Hours		120

meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BIOL 2051	General Biology: Organismal Diversity	4
EARTHSCI 1300	Introduction to Geology (or GEOG 1210 Physical Geography and GEOG 1211 Physical Geography Lab)	4
UNIFI/General Education or University Electives		6
Hours		14
Spring		
CHEM 1110	General Chemistry I	4
GEOG 2410	Geographic Information Systems I	3
UNIFI/General Education or University Electives		9
Hours		16
Sophomore		
Fall		
BIOL 3100	Evolution, Ecology and the Nature of Science	3
GEOG 2260	Environmental Resource Management	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
Major Electives		10
UNIFI/General Education or University Electives		6
Hours		16
Junior		
Fall		
EARTHSCI 3330/5330	Geomorphology	4
RTNL 4320	Financial Resource Management in Recreation, Tourism and Nonprofit Leadership	3
UNIFI/General Education or University Electives		9
Hours		16
Spring		
HIST 4170/5170	U.S. Environmental History	3
Major Electives		6
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
Major Electives		9
UNIFI/General Education or University Electives		6
Hours		15
Spring		
Major Electives		7
UNIFI/General Education or University Electives		6
Hours		13
Total Hours		120

Environmental Resource Management: Environmental Compliance, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly

Learning Outcomes

Environmental Resource Management: Ecosystems Track, B.A.

Goals: Students will gain an understanding of major themes in biology related to ecosystems (organization of life, diversity and its causes) along with deeper exposure to and advanced competency in topics related to ecosystems and their management. Students will be able to think critically and communicate effectively on these discipline-specific topics.

Outcomes:

- Students will show proficiency in advanced content from the fields of ecology, evolution, and organismal biology that will allow students to evaluate issues important to modern ecosystem management.
- Students will communicate effectively using discipline-specific vocabulary and standard written and oral scientific communication skills.
- Students will think critically about discipline-specific content as evidenced by an ability to interpret data, to effectively critique arguments, and/or to solve problems relating to natural systems.

Environmental Resource Management: Geosystems, B.A.

Goal 1 - Critical Thinking & Data Analysis: Our students will use concepts from Earth, Space, or Environmental Science to critically analyze and interpret scientific data.

- **Outcome 1.1** - Analyze and interpret scientific data to formulate an evidence-based conclusion
- **Outcome 1.2** - Use a variety of mathematical tools and computer software to describe scientific phenomena and answer scientific questions

Goal 2 - Communication: Our students will be able to communicate concepts from Earth, Space, or Environmental Science.

- **Outcome 2.1** - Create a well-written report or paper that summarizes scientific data and draws evidence-based conclusions
- **Outcome 2.2** - Create and deliver a well-constructed oral report that summarizes scientific data and draws evidence-based conclusions

Goal 3 - Content Knowledge and Skills: Our students will apply concepts and theories from Earth, Space, or Environmental Science to the real world.

- **Outcome 3.1** - Describe fundamental theories and concepts in Earth, Space, or Environmental Science
- **Outcome 3.2** - Use concepts and theories from Earth, Space, or Environmental Science to create a model of a complex system
- **Outcome 3.3** - Use concepts and theories from Earth, Space, or Environmental Science to solve a real-world problem
- **Outcome 3.4** - Use scientific equipment to collect valid scientific data.

Environmental Resource Management: Resource Administration, B.A.

Communication

- **SLO 3:** Demonstrate effective written and oral communication skills related to geographic knowledge.

Critical Thinking

- **SLO 2:** Demonstrate abilities in critical thinking and intellectual synthesis including synthesis of Geography's multidisciplinary focus. This includes, but is not limited to, examples of human-environmental interaction, location theory, and transition models along with their past, present, and future impacts.
- **SLO 4:** Display evidence of professional, career skills such as independent problem solving, exhibiting professional judgment, and dependability.
- **SLO 5:** Conduct research through the development of a research question, identification and integration of relevant literature, select appropriate research methods, and execution of data collection, analysis, and interpretation.

Content Knowledge & Skills

- **SLO 1:** Identify patterns and processes of spatial relationships and interactions, movement, diffusion, and scale to explain their causes and significance, and to understand analytical methods to study them.

Environmental Resource Management: Environmental Compliance, B.A.

Goal 1 - Critical Thinking & Data Analysis: Our students will use concepts from Environmental Science to critically analyze and interpret scientific data.

- **Outcome 1.1** - Analyze and interpret scientific data to formulate an evidence-based conclusion
- **Outcome 1.2** - Use a variety of mathematical tools and computer software to describe scientific phenomena and answer scientific questions

Goal 2 - Communication: Our students will be able to communicate concepts from Environmental Science.

- **Outcome 2.1** - Create a well-written report or paper that summarizes scientific data and draws evidence-based conclusions
- **Outcome 2.2** - Create and deliver a well-constructed oral report that summarizes scientific data and draws evidence-based conclusions

Goal 3 - Content Knowledge and Skills: Our students will apply concepts and theories from Environmental Science to the real world.

- **Outcome 3.1** - Describe fundamental theories and concepts in Environmental Science
- **Outcome 3.2** - Use concepts and theories from Environmental Science to create a model of a complex system
- **Outcome 3.3** - Use concepts and theories from Environmental Science to solve a real-world problem

Undergraduate Majors, Minors, and Certificates

- **Outcome 3.4** - Describe the interactions of a variety of societal institutions on the environment, and develop solutions to address the issues that arise.

Environmental Science B.A.
or B.S.

Environmental Science B.A. Major

The B.A. Environmental Science major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

The Environmental Science major is intended as a hands-on program with all students having a common curricular core centered on Geology and Meteorology, as well as Geography, Biology, Environmental Policies, Mathematics, and Chemistry. Following the common core courses students take supporting courses in areas of professional interest – Air Quality, Geoscience, or Hydrology. Each has a range of courses that provide students with experience in evaluating and responding to environmental issues. Please contact the Earth and Environmental Sciences Office for a list of current supporting courses.

Required			
BIOL 2051	General Biology: Organismal Diversity	4	
CHEM 1110	General Chemistry I	4	
EARTHSCI 1200	Elements of Weather	3	
EARTHSCI 1300	Introduction to Geology	4	
EARTHSCI 3230/5230	Air Quality	4	
EARTHSCI 3345/5345	Environmental Geology	3	
EARTHSCI 3350/5350	Environmental Hydrology	3	
EARTHSCI 3430	Internship	2	
or EARTHSCI 4400	Undergraduate Research in Earth and Environmental Science		
GEOG 2410	Geographic Information Systems I	3	
MATH 1140	Precalculus	4	
or MATH 1420	Calculus I		
STAT 1772	Introduction to Statistical Methods	3	
Electives:		25	

Primary Focus - At least 18 hours from the following:			
EARTHSCI 1320	Earth History		
EARTHSCI 3210/5210	Meteorology		
EARTHSCI 3240/5240	Air Quality Modeling		
EARTHSCI 3250/5250	Measurement and Analysis of Air Quality		
EARTHSCI 3322	Earth Materials		
EARTHSCI 3323	Geochemistry of the Land		
EARTHSCI 3325/5325	Sedimentary Geology *		
EARTHSCI 3327/5327	Paleoclimatology *		
EARTHSCI 3330/5330	Geomorphology		
EARTHSCI 3340/5340	Oceanography		
EARTHSCI 3355/5355	Hydrogeology		

EARTHSCI 3360/5360	Field and Laboratory Methods in Hydrology
EARTHSCI 3365/5365	Hydrology Seminar
EARTHSCI 3370	Geologic Field Methods
Secondary Focus - At least 7 hours from the following:	
CHEM 1120	General Chemistry II
CHEM 3305/5305	Environmental Chemistry
CONSTR 1015	Introduction to Sustainability
EARTHSCI 1400	Introduction to Environmental Earth Science
EARTHSCI 3336	Natural Resources and Civilizations
EARTHSCI 3367	Global Water Environment
ECON 3225/5225	Environmental Economics *
GEOG 2210	Modern Climate Change: Evidence and Predictions
GEOG 2260	Environmental Resource Management
GEOG 2350	Intro to Environmental Data Analysis
GEOG 4115/5115	Climate Change and Social Justice
GEOG 4220/5220	Soils and Landscapes
GEOG 4230/5230	Rivers
GEOG 4320/5320	Geographic Information Systems II
GEOG 4370/5370	Remote Sensing of the Environment
PH 3710	Environmental Health Science
PHIL 2550	Environmental Ethics
PHYSICS 1511	General Physics I
Other courses approved by the Department	

Total Hours 62

* ECON 3225/5225 has prerequisites of ECON 1041; ECON 1051; junior standing.
EARTHSCI 3325/5325 has a prerequisite or corequisite of EARTHSCI 1320 and prerequisite junior standing.
EARTHSCI 3327/5327 has prerequisites of EARTHSCI 1300 OR GEOG 1210; EARTHSCI 1320 or consent of instructor; junior standing.

Environmental Science B.S. Major

The B.S. Environmental Science major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

The B.S. Environmental Science program will include two curricular paths for students, one with a life science emphasis and the other with an earth science emphasis. The program will enable students to prepare for a graduate program in the environmental sciences or to directly enter industry in the public or private sector. All students will have a common core of courses providing a foundation in biology and geosciences, and will also be required to take part in a capstone research project.*

For students pursuing the B.S. Environmental Science major, the Department of Biology will waive BIOL 2052 as a prerequisite for BIOL 3000-level courses.

For students pursuing the B.S. Environmental Science major, the Department of Biology will waive BIOL 3140 as a prerequisite for BIOL 4000-level courses.

A student with a major in the interdisciplinary B.S. Environmental Science: Environmental Life Science Track may not also declare a major or minor in biology.

Required Core

BIOL 2051	General Biology: Organismal Diversity	4
BIOL 3100	Evolution, Ecology and the Nature of Science	3
Chemistry and Biochemistry		5-8
CHEM 1110 & CHEM 1120 or CHEM 1130	General Chemistry I and General Chemistry II General Chemistry I-II	
EARTHSCI 1200	Elements of Weather	3
EARTHSCI 1300	Introduction to Geology	4
GEOG 2410	Geographic Information Systems I	3
MATH 1420	Calculus I	4
BIOL 3190 or EARTHSCI 4400	Undergraduate Research in Biology Undergraduate Research in Earth and Environmental Science	3
Choose one of the following tracks outlined below:		33
Environmental Life Sciences Track		
Environmental Earth Science Track		

Total Hours **62-65**

Environmental Life Sciences Track

Required:		
BIOL 4157/5157	Biostatistics	3
BIOL 4168/5168	Ecology	4
Electives:		26

Pick courses from each of the three categories (A, B, & C) to accumulate to a minimum of 26 hours.

Category A - Content Policy Related Courses (select a minimum of 2 courses)

BIOL 4105/5105	Wildlife Ecology and Management
BIOL 4108/5108	Biodiversity Conservation Policy
BIOL 4167/5167	Conservation Biology
BIOL 4180/5180	Restoration Ecology

Category B - Content Biology Related Courses (select a minimum of 2 courses)

BIOL 3109/5109	Plants of North America
BIOL 3120	Plant Diversity and Evolution
BIOL 3151	General Microbiology
BIOL 3170	Entomology
BIOL 4164/5164	Mammalogy

Category C - Cognates (select a minimum of 2 courses)

CHEM 2040	Applied Organic and Biochemistry
or CHEM 2210	Organic Chemistry I
EARTHSCI 1320	Earth History
EARTHSCI 3210/5210	Meteorology
EARTHSCI 3230/5230	Air Quality
EARTHSCI 3325/5325	Sedimentary Geology
EARTHSCI 3330/5330	Geomorphology
EARTHSCI 3340/5340	Oceanography
EARTHSCI 3345/5345	Environmental Geology
EARTHSCI 3350/5350	Environmental Hydrology
EARTHSCI 3355/5355	Hydrogeology
EARTHSCI 3360/5360	Field and Laboratory Methods in Hydrology
GEOG 2210	Modern Climate Change: Evidence and Predictions
GEOG 3220	Environmental Geography: Variable Topic **
GEOG 4370/5370	Remote Sensing of the Environment
GEOG 4320/5320	Geographic Information Systems II
GEOG 4220/5220	Soils and Landscapes
GEOG 4230/5230	Rivers
GEOG 4240/5240	The Ice Age **
MATH 1421	Calculus II

Total Hours **33**

Environmental Earth Science Track

Required:		
EARTHSCI 3230/5230	Air Quality	4
EARTHSCI 3345/5345	Environmental Geology	3
EARTHSCI 3350/5350	Environmental Hydrology	3
Electives:		23

Pick courses from each of the Categories (A & B) to accumulate a minimum of 23 hours

Category A - Physical Environment Relate Courses (select a minimum of 4 courses)

EARTHSCI 1320	Earth History
EARTHSCI 3210/5210	Meteorology
EARTHSCI 3240/5240	Air Quality Modeling
EARTHSCI 3250/5250	Measurement and Analysis of Air Quality
EARTHSCI 3322	Earth Materials
EARTHSCI 3323	Geochemistry of the Land
EARTHSCI 3325/5325	Sedimentary Geology
EARTHSCI 3327/5327	Paleoclimatology
EARTHSCI 3330/5330	Geomorphology
EARTHSCI 3340/5340	Oceanography
EARTHSCI 3355/5355	Hydrogeology
EARTHSCI 3360/5360	Field and Laboratory Methods in Hydrology

Category B - Cognates (select a minimum of 2 courses)

Undergraduate Majors, Minors, and Certificates

BIOL 3109/5109	Plants of North America	
BIOL 3120	Plant Diversity and Evolution	
BIOL 3170	Entomology	
BIOL 4105/5105	Wildlife Ecology and Management	
BIOL 4108/5108	Biodiversity Conservation Policy	
BIOL 4157/5157	Biostatistics	
BIOL 4164/5164	Mammalogy	
BIOL 4167/5167	Conservation Biology	
BIOL 4168/5168	Ecology	
BIOL 4180/5180	Restoration Ecology	
CHEM 2040	Applied Organic and Biochemistry	
or CHEM 2210	Organic Chemistry I	
CHEM 3305/5305	Environmental Chemistry	
GEOG 2210	Modern Climate Change: Evidence and Predictions	
GEOG 3220	Environmental Geography: Variable Topic**	
GEOG 4220/5220	Soils and Landscapes	
GEOG 4320/5320	Geographic Information Systems II	
GEOG 4230/5230	Rivers	
GEOG 4240/5240	The Ice Age**	
GEOG 4370/5370	Remote Sensing of the Environment	
MATH 1421	Calculus II	
Total Hours		33

* Students must receive a grade of C- (1.67) or higher in courses that are applied to their major. Prior to enrollment in a course, all prerequisites must be completed with a C- (1.67) or higher.

**These courses have additional prerequisites as follows:
GEOG 3220 has a prerequisite of GEOG 1120 or GEOG 1210 or GEOG 2210 or GEOG 1110 or consent of instructor.
GEOG 4240/5240 has prerequisite of GEOG 1210; GEOG 2210; EARTHSCI 1300.

Four-Year Plan
Environmental Science, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
CHEM 1110	General Chemistry I	4
UNIV 1000	First-Year Cornerstone: Integrated Communication I	3
EARTHSCI 1300	Introduction to Geology	4

UNIFI/General Education or University Electives		3
Hours		14
Spring		
UNIV 1010	First-Year Cornerstone: Integrated Communication II	3
EARTHSCI 1200	Elements of Weather	3
MATH 1140	Precalculus (or MATH 1420)	4
UNIFI/General Education or University Electives		6
Hours		16
Sophomore		
Fall		
GEOG 2410	Geographic Information Systems I	3
STAT 1772	Introduction to Statistical Methods	3
Environmental Science Electives		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
BIOL 2051	General Biology: Organismal Diversity	4
Environmental Science Electives		5
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
EARTHSCI 3230/5230	Air Quality	4
EARTHSCI 3345/5345	Environmental Geology	3
Environmental Science Electives		5
UNIFI/General Education or University Electives		3
Hours		15
Spring		
EARTHSCI 3350/5350	Environmental Hydrology	3
Environmental Science Electives		3
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
EARTHSCI 3430 or EARTHSCI 4400		2
Environmental Science Electives		6
UNIFI/General Education or University Electives		7
Hours		15
Spring		
PH 3710	Environmental Health Science (or PH 3720 Environmental and Occupational Health Regulations)	3
UNIFI/General Education or University Electives		12
Hours		15
Total Hours		120

Environmental Science, B.S.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Environmental Earth Science Track

Course	Title	Hour
Freshman		
Fall		
BIOL 2051	General Biology: Organismal Diversity	4
EARTHSCI 1300	Introduction to Geology	4
UNIV 1000	First-Year Cornerstone: Integrated Communication I	3
UNIFI/General Education or University Electives		3
Hours		14
Spring		
EARTHSCI 1200	Elements of Weather	3
MATH 1420	Calculus I	4
UNIV 1010	First-Year Cornerstone: Integrated Communication II	3
UNIFI/General Education or University Electives		6
Hours		16
Sophomore		
Fall		
CHEM 1110	General Chemistry I	4
Environmental Science Electives		6
UNIFI/General Education or University Electives		6
Hours		16
Spring		
CHEM 1120	General Chemistry II	4
GEOG 2410	Geographic Information Systems I	3
Environmental Science Electives		3
UNIFI/General Education or University Electives		6
Hours		16
Junior		
Fall		
BIOL 3100	Evolution, Ecology and the Nature of Science	3
Environmental Science Electives		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
Environmental Science Electives		6
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
Environmental Science Electives		9
UNIFI/General Education or University Electives		6
Hours		15
Spring		
BIOL 3190	Undergraduate Research in Biology (or EARTHSCI 4400 Undergraduate Research in Earth and Environmental Science)	3
Environmental Science Electives		6
UNIFI/General Education or University Electives		4
Hours		13
Total Hours		120

Environmental Life Science Track

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester

schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BIOL 2051	General Biology: Organismal Diversity	4
CHEM 1110	General Chemistry I	4
UNIFI/General Education or University Electives		6
Hours		14
Spring		
CHEM 1120	General Chemistry II	4
EARTHSCI 1200	Elements of Weather	3
MATH 1420	Calculus I	4
UNIFI/General Education or University Electives		3
Hours		14
Sophomore		
Fall		
BIOL 3100	Evolution, Ecology and the Nature of Science	3
EARTHSCI 1300	Introduction to Geology	4
Environmental Science Electives		4
UNIFI/General Education or University Electives		3
Hours		14
Spring		
GEOG 2410	Geographic Information Systems I	3
Environmental Science Electives		4
UNIFI/General Education or University Electives		9
Hours		16
Junior		
Fall		
BIOL 4168/5168	Ecology	4
Environmental Science Electives		8
UNIFI/General Education or University Electives		3
Hours		15
Spring		
BIOL 3190	Undergraduate Research in Biology	3
Environmental Science Electives		3
UNIFI/General Education or University Electives		10
Hours		16
Senior		
Fall		
BIOL 4157/5157	Biostatistics	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
Environmental Science Electives		7
UNIFI/General Education or University Electives		9
Hours		16
Total Hours		120

Learning Outcomes**Environmental Science, B.A.**

Goal 1 - Critical Thinking & Data Analysis: Our students will use concepts from Environmental Science to critically analyze and interpret scientific data.

Undergraduate Majors, Minors, and Certificates

- **Outcome 1.1** - Analyze and interpret scientific data to formulate an evidence-based conclusion
- **Outcome 1.2** - Use a variety of mathematical tools and computer software to describe scientific phenomena and answer scientific questions

Goal 2 - Communication: Our students will be able to communicate concepts from Environmental Science.

- **Outcome 2.1** - Create a well-written report or paper that summarizes scientific data and draws evidence-based conclusions
- **Outcome 2.2** - Create and deliver a well-constructed oral report that summarizes scientific data and draws evidence-based conclusions

Goal 3 - Content Knowledge and Skills: Our students will apply concepts and theories from Environmental Science to the real world.

- **Outcome 3.1** - Describe fundamental theories and concepts in Environmental Science
- **Outcome 3.2** - Use concepts and theories from Environmental Science to create a model of a complex system
- **Outcome 3.3** - Use concepts and theories from Environmental Science to solve a real-world problem
- **Outcome 3.4** - Use scientific equipment to collect valid scientific data.

Environmental Science, B.S.

Goal 1 - Critical Thinking & Data Analysis: Our students will use concepts from Environmental Science to critically analyze and interpret scientific data.

- **Outcome 1.1** - Analyze and interpret scientific data to formulate an evidence-based conclusion
- **Outcome 1.2** - Use a variety of mathematical tools and computer software to describe scientific phenomena and answer scientific questions

Goal 2 - Communication: Our students will be able to communicate concepts from Environmental Science.

- **Outcome 2.1** - Create a well-written report or paper that summarizes scientific data and draws evidence-based conclusions
- **Outcome 2.2** - Create and deliver a well-constructed oral report that summarizes scientific data and draws evidence-based conclusions
- **Outcome 2.3** - Create and deliver a research project report in both a written and oral format.

Goal 3 - Content Knowledge and Skills: Our students will apply concepts and theories from Environmental Science to the real world.

- **Outcome 3.1** - Describe fundamental theories and concepts in Environmental Science
- **Outcome 3.2** - Use concepts and theories from Environmental Science to create a model of a complex system
- **Outcome 3.3** - Use concepts and theories from Environmental Science to solve a real-world problem
- **Outcome 3.4** - Use scientific equipment to collect valid scientific data.

- **Outcome 3.5** - Develop, and carry through an independent research project and communicate the findings.

Family Services B.A.

Family Services Major

The B.A. Family Services major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required

FAM SERV 1020	Family Relationships	3
FAM SERV 1055	Lifespan Development	3
or another developmental course or PSYCH 2202		
FAM SERV 1140	Exploring Family Diversity	3
FAM SERV 2060	Strategies and Issues in Family Services	3
FAM SERV 2030	Research Methods in Family Science	3
OR 3 hours social science research methods (or other courses as approved by department):		
PSYCH 3002	Research Methods	
SW 3185	Social Work Research	
CM CORE 2020	Communication Research Methods	
COMM 4021/5021	Quantitative Research Methods	
SOC 2010	Research Methods	
FAM SERV 4178	Program Development and Implementation	3
FAM SERV 4190	Professional Practice in Family Services	3

Senior Experience (Choose Option A or B) 6

Option A

FAM SERV 4195	Internship in Family Services

Option B:

Additional 6 credits of FAM SERV courses

Electives 12

Students may choose to complete requirements for a certificate, or take 4 FAM SERV courses

Option 1: Complete Family Development Certificate (choose 4 of the following)

FAM SERV 1010	Human Identity and Relationships
FAM SERV 1057	Human Relationships and Sexuality
FAM SERV 2054	Dating and Couple Relationships
FAM SERV 3111/5111	Families and End of Life Issues
FAM SERV 3150/5150	Families, Aging, and Wellbeing
FAM SERV 3155/5155	Parenting
FAM SERV 3161/5161	Families, Alzheimer's, and Related Dementias

PH 2520	Maternal and Infant Health
Option 2: Complete requirements for Family Flourishing Certificate	
FAM SERV 1210	The Creative Experience
FAM SERV 2403	The Science and Experience of Human Flourishing
Choose two of the following:	
COUN 4100	Introduction to Professional Counseling
FAM SERV 2077	Management of Family Resources
FAM SERV 4157/5145	Human Sexuality Education
FAM SERV 3145/5145	Violence in Intimate Relationships
FAM SERV 3150/5145	Families, Aging, and Wellbeing
FAM SERV 3160/5145	Prevention and Early Intervention Skills
FAM SERV 3162/5145	Family Policy and Advocacy
PH 2620	Stress and Coping
Option 3: Select 12 hours of FAM SERV courses	
Total Hours	39

Students must have a 2.40 GPA in order to register for FAM SERV 4195 Internship in Family Services. Students must achieve a minimum of C- (1.67 grade point) in all courses required for the major, including all prerequisites.

Four-Year Plan

Family Services, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
FAM SERV 1010	Human Identity and Relationships	3
FAM SERV 1020	Family Relationships	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
FAM SERV 1055	Lifespan Development	3
FAM SERV 1057	Human Relationships and Sexuality	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
FAM SERV 2030	Research Methods in Family Science	3
FAM SERV 2060	Strategies and Issues in Family Services	3
UNIFI/General Education or University Electives		9
Hours		15

Spring		
FAM SERV 1140	Exploring Family Diversity	3
UNIFI/General Education or University Electives		12
Hours		15
Junior		
Fall		
Choose Groups 1-2 major courses		6
UNIFI/General Education or University Electives		9
Hours		15
Spring		
Choose from Groups 1-2 major courses		6
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
FAM SERV 4190	Professional Practice in Family Services	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
FAM SERV 4178	Program Development and Implementation	3
FAM SERV 4195	Internship in Family Services	9
UNIFI/General Education or University Electives		3
Hours		15
Total Hours		120

Learning Outcomes

Family Services, B.A.

- Students will demonstrate knowledge in understanding families, the development of families and family interpersonal interactions within broader and diverse contexts.
- Students will be able to discover, evaluate, and integrate sources of knowledge.
- Students will be able to assess the strengths, challenges, needs and interaction patterns of families and individuals using major theoretical frameworks in family studies and human development.
- Students will be able to provide education, preventative, and supportive strategies and services to individuals, families and groups.
- Students will demonstrate an understanding of professional codes of behavior and the ability to critically examine ethical questions and issues as they relate to professional practice.

Finance B.A.

Finance Major

The B.A. Finance major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required Business Core:

Business Administration, Interdepartmental:		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
BUSINESS 2000	Business Professionals in Training	0

Undergraduate Majors, Minors, and Certificates

Accounting:		
ACCT 2120	Principles of Financial Accounting	3
ACCT 2130	Principles of Managerial Accounting	3
Marketing:		
MKTG 2110	Principles of Marketing	3
Management:		
MGMT 2080	Introduction to Information Systems	3
MGMT 3100	Legal and Social Environment of Business	3
or ACCT 3075	Legal and Ethical Concepts for Accountants	
MGMT 3154	Operations Management	3
MGMT 3965/5965	Organizational Behavior	3
MGMT 4175	Strategic Management	3
Finance:		
FIN 3130	Corporate Finance	3
Economics:		
ECON 1011	Statistics for Business Analytics	3
ECON 2090	Decision Analytics	3
ECON 1041	Principles of Macroeconomics	3
ECON 1051	Principles of Microeconomics	3
Mathematics:		
STAT 1772	Introduction to Statistical Methods	3
Required Finance:		
FIN 3135	Intermediate Financial Management	3
FIN 3160	Principles of Investments	3
Emphasis Requirements		12
Students select one area of emphasis below		
Total Hours		60

Emphases:

Financial Management

Required

FIN 4145	Advanced Financial Management	3

Electives **9**

Finance:		
FIN 3032	International Financial Management	
FIN 3050	Risk Management and Insurance	
FIN 4065/5065	Fixed Income Analysis	
FIN 3125	Real Estate Finance *	
FIN 3170	Commercial Bank Management	
FIN 3210	Financial Modeling and Analytics	
Economics:		

ECON 2132	Money and Banking	
Total Hours		12

Investments

Required

Finance:		
FIN 4065/5065	Fixed Income Analysis	3
FIN 4150/5150	Securities Analysis	3
FIN 4155/5155	Options and Futures	3

Electives **3**

Finance:		
FIN 3125	Real Estate Finance *	
FIN 3210	Financial Modeling and Analytics	
FIN 4145	Advanced Financial Management	

Accounting:		
ACCT 3120	Intermediate Accounting I	
Total Hours		12

Personal Wealth Management

Required Courses

FIN 3040	Introduction to Personal Wealth Management	3
FIN 4040	Principles of Personal Wealth Management	3
FIN 4270	Applications of Personal Wealth Management	3

Electives **3**

FIN 4145	Advanced Financial Management	
FIN 4150/5150	Securities Analysis	

Total Hours **12**

* FIN 3125 (160:141) can be used by double majors in Finance and Real Estate to satisfy the requirements of both majors. This does not apply to the Personal Wealth Management emphasis of the Finance major.

Four-Year Plan

Finance: Financial Management, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3

Undergraduate Majors, Minors, and Certificates

ENGLISH 1005	College Writing and Research	3
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ECON 1011	Statistics for Business Analytics	3
ECON 1051	Principles of Microeconomics	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
BUSINESS 2000	Business Professionals in Training	0
ACCT 2120	Principles of Financial Accounting	3
MGMT 2080	Introduction to Information Systems	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ACCT 2130	Principles of Managerial Accounting	3
ECON 2090	Decision Analytics	3
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
FIN 3130	Corporate Finance	3
MKTG 2110	Principles of Marketing	3
MGMT 3100	Legal and Social Environment of Business	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
FIN 3135	Intermediate Financial Management	3
FIN 3160	Principles of Investments	3
MGMT 3965/5965	Organizational Behavior	3
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
Finance Emphasis Courses		6
MGMT 3154	Operations Management	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
FIN 4145	Advanced Financial Management	3
Finance Emphasis Course		3
MGMT 4175	Strategic Management	3
UNIFI/General Education or University Electives		6
Hours		15
Total Hours		120

Finance: Investments, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly

meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3
ENGLISH 1005	College Writing and Research	3
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ECON 1011	Statistics for Business Analytics	3
ECON 1051	Principles of Microeconomics	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
BUSINESS 2000	Business Professionals in Training	0
ACCT 2120	Principles of Financial Accounting	3
MGMT 2080	Introduction to Information Systems	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ACCT 2130	Principles of Managerial Accounting	3
ECON 2090	Decision Analytics	3
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
FIN 3130	Corporate Finance	3
MKTG 2110	Principles of Marketing	3
MGMT 3100	Legal and Social Environment of Business	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
FIN 3135	Intermediate Financial Management	3
FIN 3160	Principles of Investments	3
MGMT 3965/5965	Organizational Behavior	3
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
FIN 4155/5155	Options and Futures	3
Finance Emphasis Course		3
MGMT 3154	Operations Management	3
UNIFI/General Education or University Electives		6
Hours		15

Undergraduate Majors, Minors, and Certificates

Spring		
FIN 4145	Advanced Financial Management	3
FIN 4150/5150	Securities Analysis	3
MGMT 4175	Strategic Management	3
UNIFI/General Education or University Electives		6
Hours		15
Total Hours		120

Finance: Personal Wealth Management, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3
ENGLISH 1005	College Writing and Research	3
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ECON 1011	Statistics for Business Analytics	3
ECON 1051	Principles of Microeconomics	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
BUSINESS 2000	Business Professionals in Training	0
ACCT 2120	Principles of Financial Accounting	3
MGMT 2080	Introduction to Information Systems	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ACCT 2130	Principles of Managerial Accounting	3
ECON 2090	Decision Analytics	3
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
FIN 3130	Corporate Finance	3
MKTG 2110	Principles of Marketing	3
MGMT 3100	Legal and Social Environment of Business	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
FIN 3040	Introduction to Personal Wealth Management	3

FIN 3135	Intermediate Financial Management	3
FIN 3160	Principles of Investments	3
MGMT 3965/5965	Organizational Behavior	3
UNIFI/General Education or University Electives		3
Hours		15
Senior		
Fall		
FIN 4040	Principles of Personal Wealth Management	3
MGMT 3154	Operations Management	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
FIN 4145	Advanced Financial Management	3
FIN 4270	Applications of Personal Wealth Management	3
MGMT 4175	Strategic Management	3
UNIFI/General Education or University Electives		6
Hours		15
Total Hours		120

Learning Outcomes

Finance, B.A.

Objective 1: Students will demonstrate disciplinary content knowledge

- **1.1** Learners will demonstrate broad knowledge of the business disciplines
- **1.2** Learners will demonstrate understanding of the time value of money.
- **1.3** Learners will demonstrate understanding of risk and return.
- **1.4** Learners will demonstrate understanding of cost of capital.

Objective 2: Students will use quantitative skills to aid business decision making

- **2.1** Learners will display a broad set of quantitative skills as applied to business decision making across a wide range of business disciplines
- **2.2** Learners will find the optimal investments using capital budgeting techniques.
- **2.3** Learners will calculate common investment criteria and project cash flows associated with corporate project evaluation.

Objective 3: Students will display communication skills

- **3.1** Learners will demonstrate strong written communication skills as required for a business major
- **3.2** Learners will effectively deliver case analyses, both orally and in writing.

Objective 4: Students will be able to apply critical thinking skills

- **4.1** Learners will apply basic critical thinking skills as expected for all business majors
- **4.2** Learners will effectively perform case analyses, which demonstrates disciplinary knowledge and application, ability to

summarize quantitative analysis methods, and development of effectively constructed conclusions.

Objective 5: Students will understand the work value expectations of contemporary organizations

- 5.1 Learners will identify ethical components in business situations
- 5.2 Learners will display other work values such as professional demeanor, quality of effort, dependability, attitude, and initiative

Policies

Note: A copy of the Wilson College policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>. Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Finance and Real Estate majors *may* declare a double major, and/or major and minor within the Wilson College of Business, subject to the approval of the other Wilson College of Business departments involved. Finance and Real Estate majors minoring within the Wilson College of Business must select minors designated for business majors. Finance majors cannot minor in Finance, and Real Estate majors cannot minor in Real Estate. However, Finance majors may double major or minor in Real Estate, and Real Estate majors may double major in Finance or minor in Finance. Also, not more than one emphasis area may be declared in Finance.

All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). A student must earn a 2.20 cumulative grade point average at UNI; and must earn an overall 2.20 grade point average in business designated courses taken at UNI.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These exceptions include major combinations which allow two double-counted courses:

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Finance Department may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or a second Wilson College of Business major is based on competitive GPA and space availability.

General Studies B.A. General Studies Major

The B.A. General Studies major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

This is a diversified liberal arts major supervised by the Coordinator of the Individual Studies Program.

Required

a minimum of 15 semester hours of 3000/4000-level courses from each of three of the four colleges for a minimum total hours	45

Total Hours	45

A **General Studies** major enables students to take a wide variety of courses from many different departments. This can lead to a well-rounded liberal arts education. The major is not directed toward any particular vocation or certification. The emphasis of this major is on distribution rather than concentration. Each General Studies major student is encouraged to develop a program of study according to their own needs, interests, and career goals. The selection of courses is largely left to the student. Students may *not* declare a second major and be registered for the General Studies major.

*The four colleges are:

1. Wilson College of Business;
2. College of Education;
3. College of Humanities, Arts and Sciences; and
4. College of Social and Behavioral Sciences.

Learning Outcomes

General Studies, B.A.

Four essential student learning outcomes have been identified for the Bachelor of Liberal Studies and General Studies majors.

- effective written communication;
- critical thinking;
- information literacy and
- integrative learning.

These student outcomes are expressly meant to prepare GS and BLS students for success in a rapidly changing, globally competitive and culturally diverse world and to lead productive and responsible lives. The details of each outcome are defined as follows:

Learning Outcome #1: Effective written communication – written communication is the development and expression of ideas in writing. For written communication to be effective, one must possess the ability to use written language in a precise and user-friendly way in order to clearly express oneself to the intended audience. Students will achieve this goal by:

- Composing and presenting effective written messages with a variety of audiences using appropriate academic discourse and technologies.

Undergraduate Majors, Minors, and Certificates

- Scoring a 4, 3, or 2 for all components within the AAC&U Written Communication VALUE Rubric for artifacts submitted to demonstrate written communication.

Learning Outcome #2: Critical thinking – critical thinking is the comprehensive exploration of issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion. To exercise critical thinking, one must possess the ability to engage in reflective and independent thinking and understand the logical connection between ideas. Students will achieve this goal by:

- Clearly identifying an issue or problem and carefully analyzing it using relevant sources of information in order to formulate logical conclusions.
- Scoring a 4, 3, or 2 for all components within the AAC&U Critical Thinking VALUE Rubric for artifacts submitted to demonstrate critical thinking.

Learning Outcome #3: Information literacy – information literacy is the ability to know when information is needed. To be an information literate person, one must be able to identify, locate, evaluate and effectively use sources of information for an issue or problem at hand. Students will achieve this goal by:

- Determining the extent of information needed, accessing information using well designed strategies and evaluating it critically through ethical and legal means.
- Scoring a 4, 3, or 2 for all components within the Information Literacy Rubric (adopted from the AAC&U Information Literacy VALUE Rubric, the ACRL Information Literacy Framework and the PALNI consortium information literacy learning objectives) for artifacts submitted to demonstrate information literacy.

Learning Outcome #4: Integrative Learning – integrative learning is the ability to make connections across disciplines. To effectively use integrative learning, one must be able to make connections among ideas and experiences and transfer learning to new situations. Students will achieve this goal by:

- Connecting relevant experience and academic knowledge across disciplines and applying them to new situations.
- Scoring a 4, 3, or 2 for all components within the AAC&U Integrative Learning Rubric for artifacts submitted to demonstrate integrative learning.

Geographic Information Science B.S.

Geographic Information Science Major

The B.S. Geographic Information Science major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus course choices for a focus within the major and electives, needed to complete the minimum of 120 hours.

Required

Geographic Information Science core:

GEOG 1120	Peoples, Cultures, and Environments	3

GEOG 1210	Planet Earth	3
GEOG 1211	Planet Earth Laboratory	1
GEOG 2320	Drones for Mapping and Communication	3
GEOG 2410	Geographic Information Systems I	3
GEOG 4370/5370	Remote Sensing of the Environment	3
GEOG 4320/5320	Geographic Information Systems II	3
GEOG 4350/5350	Global Positioning System Field Survey Methods	3
GEOG 4310/5310	GIS Applications: (Variable Topic)	3
GEOG 3598	Research Experience in Geography @	1-3
GEOG 4550	Senior Seminar in Geography	3
GEOG 4560	Professional Seminar	1
Statistics (Choose Two)		6
STAT 1772	Introduction to Statistical Methods	
SOC SCI 2020	Social Sciences Statistics	
GEOG 3778/5778	Spatial Data Analysis *	
Computer Science (Choose One)		3
GEOG 4390/5390	GIS Programming	
CS 3140/5140	Database Systems *	
Geography Electives		15
Choose any Geography course in consultation with a Geography faculty advisor. Up to three (3) non-Geography courses can count toward Geography Electives with departmental approval.		
Total Hours		54-56

* These courses have additional prerequisites as follows:
GEOG 3778/5778 has prerequisite of STAT 1772 or SOC SCI 2020.
CS 3140/5140 has prerequisites of CS 1520; CS 1800.

@This course meets the Bachelor of Science degree undergraduate research course requirement.

Note: Choice of courses and subsequent course prerequisites may increase the length of this program.

Four-Year Plan

Geographic Information Science, B.S.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
GEOG 1120	Peoples, Cultures, and Environments	3

UNIFI/General Education or University Electives		9
Hours		12
Spring		
GEOG 1210	Planet Earth	3
GEOG 1211	Planet Earth Laboratory	1
GEOG 2410	Geographic Information Systems I	3
UNIFI/General Education or University Electives		6
Hours		13
Sophomore		
Fall		
GEOG 1120	Peoples, Cultures, and Environments	3
GEOG 4370/5370	Remote Sensing of the Environment	3
Statistics Requirement		3
Geography Electives		3
UNIFI/General Education or University Electives		6
Hours		18
Spring		
GEOG 4320/5320	Geographic Information Systems II	3
Statistics Requirement		3
Geography Electives		3
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
GEOG 2320	Drones for Mapping and Communication	3
GEOG 4350/5350	Global Positioning System Field Survey Methods	3
GEOG 4390/5390	GIS Programming (or CS 3140 Database Systems)	3
Geography Electives		3
UNIFI/General Education or University Electives		6
Hours		18
Spring		
GEOG 4310/5310	GIS Applications: (Variable Topic)	3
UNIFI/General Education or University or Major Electives		12
Hours		15
Senior		
Fall		
GEOG 3598	Research Experience in Geography	1
GEOG 4560	Professional Seminar	1
UNIFI/General Education or University or Major Electives		12
Hours		14
Spring		
GEOG 4550	Senior Seminar in Geography	3
UNIFI/General Education or University or Major Electives		12
Hours		15
Total Hours		120

Learning Outcomes

Geographic Information Science, B.S.

Communication

- **SLO 3:** Demonstrate effective written and oral communication skills related to geographic knowledge.

Critical Thinking

- **SLO 2:** Demonstrate abilities in critical thinking and intellectual synthesis including synthesis of Geography's multidisciplinary focus. This includes, but is not limited to, examples of human-environmental interaction, location theory, and transition models along with their past, present, and future impacts.
- **SLO 4:** Display evidence of professional, career skills such as independent problem solving, exhibiting professional judgment, and dependability.
- **SLO 5:** Conduct research through the development of a research question, identification and integration of relevant literature, select appropriate research methods, and execution of data collection, analysis, and interpretation.

Content Knowledge & Skills

- **SLO 1:** Identify patterns and processes of spatial relationships and interactions, movement, diffusion, and scale to explain their causes and significance, and to understand analytical methods to study them.

Geography B.A. Geography Major

The B.A. Geography major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required

Geography:		
GEOG 1110	Global Geography	3
GEOG 1120	Peoples, Cultures, and Environments	3
GEOG 1210	Planet Earth	3
GEOG 1310	Digital Earth	3
GEOG 2410	Geographic Information Systems I	3
GEOG 4550	Senior Seminar in Geography	3
GEOG 4560	Professional Seminar	1
Geography Electives		21

Choose any Geography course in consultation with a Geography faculty advisor. Up to three (3) non-Geography courses can count toward Geography Electives with departmental approval.

Total Hours	40

Four-Year Plan

Geography, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Undergraduate Majors, Minors, and Certificates

Course	Title	Hour
Freshman		
Fall		
GEOG 1110	Global Geography	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
GEOG 1210	Planet Earth	3
GEOG 1310	Digital Earth	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
GEOG 1120	Peoples, Cultures, and Environments	3
Geography Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
GEOG 2410	Geographic Information Systems I	3
Geography Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
Geography Electives		6
UNIFI/General Education or University Electives		9
Hours		15
Spring		
Geography Electives		6
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
GEOG 4560	Professional Seminar	1
GEOG 3598	Research Experience in Geography	1
UNIFI/General Education or University or Major Electives		13
Hours		15
Spring		
GEOG 4550	Senior Seminar in Geography	3
UNIFI/General Education or University or Major Electives		12
Hours		15
Total Hours		120

Learning Outcomes

Geography, B.A.

Communication

- **SLO 3:** Demonstrate effective written and oral communication skills related to geographic knowledge.

Critical Thinking

- **SLO 2:** Demonstrate abilities in critical thinking and intellectual synthesis including synthesis of Geography's multidisciplinary focus. This includes, but is not limited to, examples of human-environmental interaction, location theory, and transition models along with their past, present, and future impacts.

- **SLO 4:** Display evidence of professional, career skills such as independent problem solving, exhibiting professional judgment, and dependability.
- **SLO 5:** Conduct research through the development of a research question, identification and integration of relevant literature, select appropriate research methods, and execution of data collection, analysis, and interpretation.

Content Knowledge & Skills

- **SLO 1:** Identify patterns and processes of spatial relationships and interactions, movement, diffusion, and scale to explain their causes and significance, and to understand analytical methods to study them.

Gerontology B.A.

Gerontology Major

The B.A. Gerontology major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

It is suggested students take PSYCH 1001, SW 1041, and SOC 1000 as their Human Condition Domestic and Global area of UNIFI/General Education, as these are prerequisites for several of the required courses in this major.

This interdisciplinary program is offered jointly by the College of Social and Behavioral Sciences, the Wilson College of Business, the College of Education, and the College of Humanities, Arts and Sciences. It is administered through the Department of Family, Aging & Counseling and under the supervision of the Gerontology Advisory Committee.

Social Sciences Track

Required - all of the following:

FAM SERV 1020	Family Relationships	3
FAM SERV 3150/5150	Families, Aging, and Wellbeing	3
FAM SERV/GERO 3161	Families, Alzheimer's, and Related Dementias	3
GERO 4195	Internship in Gerontology	3
PSYCH 1001	Introduction to Psychology	3
PSYCH 3204/5204	Psychology of Aging	3

Research Methods Course - choose one course from the following:

FAM SERV 2030	Research Methods in Family Science
or PSYCH 3002	Research Methods
or SOC 2010	Research Methods

Development Course - choose one course from the following:

FAM SERV 1055	Lifespan Development
or PSYCH 2202	Developmental Psychology

Community and Wellbeing Course - choose one course from the following:

PH 2630	Aging and Health

or SOC 3035/5035 Social Gerontology

Gerontology Electives - choose two courses from the following: 6

CSD 1000	Understanding Communication Disorders	
GERO 4170/5170	Long Term Care Administration	
GERO/FAM SERV 3111	Families and End of Life Issues	
FAM SERV 4190	Professional Practice in Family Services	

Total Hours 33-34**Long Term Care Administration Track****Required - all of the following:**

ACCT 2120	Principles of Financial Accounting	3
FAM SERV 3161/5161	Families, Alzheimer's, and Related Dementias	3
or GERO 3161/5161	Families, Alzheimer's, and Related Dementias	
GERO 4170/5170	Long Term Care Administration	3
GERO 4195	Internship in Gerontology (9 credit hours)	9
PH 2160	Medical Terminology, Short Course	2
PSYCH 1001	Introduction to Psychology	3
PSYCH 3204/5204	Psychology of Aging	3
SOC 1000	Introduction to Sociology	3
SOC 3035/5035	Social Gerontology	3

Business Electives - choose three courses from the following: 9

ACCT 2130	Principles of Managerial Accounting	
MGMT 3100	Legal and Social Environment of Business	
MGMT 3101	Business Law	
MGMT 3153	Organizational Management	
MGMT 3905/5905	Employment and Labor Law	
MGMT 3966/5966	Staffing and Employee Development	

Gerontology Electives - choose one course from the following: 3

FAM SERV 1020	Family Relationships	
FAM SERV 1055	Lifespan Development	
FAM SERV 3150/5150	Families, Aging, and Wellbeing	
GERO/FAM SERV 3111	Families and End of Life Issues	
PH 3660/5660	Public Health Theory	

Total Hours 44

Note: NHA Iowa requirements - 12 hours health care administration, 6 hours gerontology, 10 hours business plus internship.

Four-Year Plan**Gerontology: Social Sciences, B.A.**

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
UNIFI/General Education or University Electives		15
Hours		15
Spring		
UNIFI/General Education or University Electives		15
Hours		15
Sophomore		
Fall		
Research Methods		3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
Group I - IV		3
UNIFI/General Education or University Electives		12
Hours		15
Junior		
Fall		
Gerontology Core Courses		3
Group I - IV		6
UNIFI/General Education or University Electives		6
Hours		15
Spring		
Gerontology Core Courses		6
Group I - IV		6
UNIFI/General Education or University Electives		6
Hours		18
Senior		
Fall		
Group I - IV		6
UNIFI/General Education or University Electives		8
Hours		14
Spring		
Group I - IV		3
Choice of GERO 4195		3
GERO 4193	Internship Seminar	1
UNIFI/General Education or University Electives		6
Hours		13
Total Hours		120

Gerontology: Long Term Care, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Undergraduate Majors, Minors, and Certificates

Course	Title	Hour
Freshman		
Fall		
PSYCH 1001	Introduction to Psychology	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
SOC 1000	Introduction to Sociology	3
FAM SERV 1020	Family Relationships	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
ACCT 2120	Principles of Financial Accounting	3
PH 2160	Medical Terminology, Short Course	2
UNIFI/General Education or University Electives		10
Hours		15
Spring		
FAM SERV 1055	Lifespan Development	3
UNIFI/General Education or University Electives		12
Hours		15
Junior		
Fall		
SOC 3035/5035	Social Gerontology	3
Business Elective		3
Gerontology Elective		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
Business Elective		3
UNIFI/General Education or University Electives		12
Hours		15
Senior		
Fall		
FAM SERV 3161/5161	Families, Alzheimer's, and Related Dementias	3
PSYCH 3204/5204	Psychology of Aging	3
Business Elective		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
GERO 4170/5170	Long Term Care Administration	3
GERO 4195	Internship in Gerontology	0
UNIFI/General Education or University Electives		12
Hours		15
Total Hours		120

Learning Outcomes

Gerontology B.A.

- Students will be able to demonstrate an understanding of professional codes of behavior and the ability to critically examine ethical questions and issues as they relate to professional practice.
- Students will be able to critically evaluate and apply theories of development and aging from interdisciplinary perspectives.
- Students will be able to demonstrate an ability to communicate effectively through their written work.

- Students will be able to demonstrate an ability to communicate orally.
- Students will be able to analyze appropriate evidence and use it to test hypotheses.
- Students will show an understanding of aging and diversity.

Graphic Design B.A. Graphic Design Major

The Graphic Design major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Graphic Design majors are prepared to pursue careers in Graphic Design, including areas of logos and branding, publication, web design, motion graphics, and advertising/marketing. For more information, visit <https://chas.uni.edu/art> and <https://chas.uni.edu/art/graphic-design-portfolio-spring-2025>.

Foundations Sequence

ART 1011	Drawing I	3
ART 1022	Drawing II	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Studio Distribution*		6

Group 1: 2-D studio distribution (select one of the following)

ART 2050	Painting I
ART 2070	Creative Photography I: Digital Photography
ART 2080	Printmaking I: Strategies

Group 2: 3-D studio distribution (select one of the following)

ART 2020	Ceramics I
ART 2060	Performance Art I
ART 2090	Sculpture I
ART 3037	Book Arts

Studio distribution plus (choose one course from the following)

ART 3020	Ceramics II
ART 3050	Painting II
ART 3060	Performance Art II
ART 3070	Creative Photography II
ART 3080	Printmaking II: Applications
ART 3090	Sculpture II

Art History Distribution

choose two courses from any 4000-level ARTHIST courses.

Art:

ART 2030	Graphic Design I
ART 3030	Graphic Design II

Graphic Design Concentration (select three courses from the following major electives):**9**

ART 3031	Graphic Design: Identity System Design
ART 3032	Graphic Design: Digital Image Design
ART 3033	Graphic Design: Typography
ART 3034	Graphic Design: Publication Design
ART 3035	Graphic Design: Motion Design and Animation
ART 3036	Graphic Design: Web and Interactive Design
ART 3038	Graphic Design: Portfolio Preparation
ART 3039	Graphic Design: User Experience Design

Total Hours 48

* *All studio distribution courses must be taken outside the student's area of concentration.

Four-Year Plan

Graphic Design, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts (or ART 1333 Three-Dimensional Concepts)	3
ARTHIST 1111	Survey of Art History I (or ARTHIST 1222 Survey of Art History II)	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ART 1022	Drawing II	3
ART 1333	Three-Dimensional Concepts (or ART 1222 Two-Dimensional Concepts)	3
ARTHIST 1222	Survey of Art History II (or ARTHIST 1111 Survey of Art History I)	3
UNIFI/General Education or University Electives		6
Hours		15
Sophomore		
Fall		
ART 2030	Graphic Design I	3
Studio Distribution Group 1		3
UNIFI/General Education or University Electives		9
Hours		15

Spring

ART 3030	Graphic Design II	3
Studio Distribution Group 2		3
UNIFI/General Education or University Electives		9

Hours 15**Junior****Fall**

Graphic Design Course (3000 Level)		3
UNIFI/General Education or University Electives		12

Hours 15**Spring**

Art Studio Distribution Plus		3
Graphic Design Course (3000 Level)		3
UNIFI/General Education or University Electives		9

Hours 15**Senior****Fall**

Any 4000-Level ARTHIST Course		3
UNIFI/General Education or University Electives		12

Hours 15**Spring**

Any 4000-Level ARTHIST Course		3
Graphic Design Course (3000 Level)		3
UNIFI/General Education or University Electives		9

Hours 15**Total Hours 120**

Learning Outcomes

Graphic Design, B.A.

- **Goal 1** (ULOS: content and visual communication): Students will demonstrate the skills, concepts, and sensitivities fundamental to the creation of and communication about visual art.
 - **Outcome 1.** Students will be able to apply basic studio concepts in their work by demonstrating craft, invention, and impact where appropriate.
- **Goal 2** (UOs: written communication, content, and critical thinking). Students will be able to demonstrate basic knowledge of art history and relate and compare works (their own, other artists).
 - **Outcome 2.** Students will be able to apply methods of historical and critical analysis to the study of works of art.
- **Goal 3** (UOs: written communication and critical thinking) Students will understand and communicate the role of art within a wider context.
 - **Outcome 3.** Students will be able to communicate effectively about art within a wider context.
- **Goal 4** Students will be able to demonstrate depth of knowledge and skill in the selected area of emphasis and will demonstrate professional practices in Graphic Design.
 - **Outcome 4.** Graphic Design students will demonstrate facility and intentionality in a professional portfolio.

Policies

Major programs are offered by the Department of Art and Graphic Design in two baccalaureate degree areas, the Bachelor of Arts and the Bachelor of Fine Arts. The Bachelor of Arts degree is a liberal arts program offered in Graphic Design or Art with three emphasis options: studio, art history or art education (teaching). The Bachelor

Undergraduate Majors, Minors, and Certificates

of Fine Arts degree is a professional program with an intensive studio emphasis.

It is possible for students to earn both the B.F.A. degree along with the B.A. in Art-Art History emphasis or the B.A. in Art Education-Teaching. However, a double major in Art-Studio Emphasis and Graphic Design is not possible. Likewise, it is not possible to earn both the B.F.A. and a B.A. in either Art-Studio Emphasis or Graphic Design.

No grade of less than C- shall satisfy any art major or minor degree requirement whether taken at UNI or transferred from another institution. For all studio courses in the Department of Art and Graphic Design programs the ratio of student work hours to credit hours is 3:1. Therefore, additional work is required outside the regular class meeting times.

Courses in the Department of Art and Graphic Design require specialized materials, some of which are provided through art lab fees.

Foundations Sequence

The Foundations Sequence is a one-year program required for all art majors and art minors. Introductory courses are offered that will provide an intense exploration of basic art concepts and skills as preparation for specialized and advanced areas of study.

Art majors take the 18 hours of introductory courses in the first year of study. The Foundations Sequence is prerequisite to all studio and art history courses. Generally, students enroll in Drawing I, 2-D Concepts, and Survey of Art History I during the first semester and Drawing II, 3-D Concepts, and Survey of Art History II the second semester.

The Foundations Sequence is a prerequisite for introductory level courses taken only by Art majors and minors.

Foundations Sequence for majors:

ART 1011	Drawing I	3
ART 1022	Drawing II	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Total Hours		18

Foundations Sequence for Art Studio minors:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
or ARTHIST 1222	Survey of Art History II	
Total Hours		12

Foundations Sequence for Art History minors:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
or ART 1333	Three-Dimensional Concepts	

ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Total Hours		12

Graphic Technology B.A.

Graphic Technology Major

The B.A. Graphic Technology major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus university electives, easily allowing students to double major and/or minor in other disciplines.

The Graphic Technology major provides students with theoretical and hands-on experiences in the graphic communication industry and related disciplines. The Graphic Technology program is accredited by Accrediting Council for Collegiate Graphic Communications, Inc. (accgc.org).

Required:

CS 1100	Web Development: Client-Side Coding	3
ENGLISH 1005	College Writing and Research	3
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3
PHIL 1560	Science, Technology, and Ethics (STE)	3
ENGR 1000	Introduction to Engineering & Professional Practice	3
CONSTR 1015	Introduction to Sustainability	3
TECH 1055	Graphic Communications Foundations	3
TECH 1024	Engineering Design with CAD	3
TECH 2070	Digital Pre-Media	3
TECH 2119	Computer Applications in Technology	3
TECH 2405	Introduction to Packaging; 3D Design and Package Prototyping	3
TECH 3131/5131	Technical Project Management	3
TECH 3150/5150	Graphic Communications Imaging	3
TECH 3169	Digital Imaging	3
TECH 3405	Packaging Design, Structure, and Production	3
TECH 4093/5093	Graphic Communications Estimating and Management I	3
TECH 4161	Digital Graphic Communications	3
TECH 4184	Digital Imaging II	3
TECH 4187	Applied Industrial Supervision and Management	3
ENGR 4500	Senior Design	3

Recommended Electives:

TECH 3179 Cooperative Education		
Total Hours		60

Four-Year Plan

Graphic Technology, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
UNIFI/General Education or University Electives		9
ENGR 1000	Introduction to Engineering & Professional Practice	3
TECH 1055	Graphic Communications Foundations	3
Hours		15
Spring		
UNIFI/General Education or University Electives		6
CONSTR 1015	Introduction to Sustainability	3
PHIL 1560	Science, Technology, and Ethics (STE)	3
TECH 2070	Digital Pre-Media	3
Hours		15
Sophomore		
Fall		
UNIFI/General Education or University Electives		6
CS 1100	Web Development: Client-Side Coding	3
TECH 1024	Engineering Design with CAD	3
TECH 2405	Introduction to Packaging; 3D Design and Package Prototyping	3
Hours		15
Spring		
UNIFI/General Education or University Electives		9
TECH 2114	Making Cool Stuff	3
TECH 2119	Computer Applications in Technology	3
Hours		15
Junior		
Fall		
UNIFI/General Education or University Electives		9
TECH 3169	Digital Imaging	3
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3
Hours		15
Spring		
TECH 3131/5131	Technical Project Management	3
TECH 3150/5150	Graphic Communications Imaging	3
TECH 3405	Packaging Design, Structure, and Production	3
TECH 4187	Applied Industrial Supervision and Management	3
UNIFI/General Education or University Electives		3
Hours		15

Senior

Fall

UNIFI/General Education or University Electives		12
TECH 4093/5093	Graphic Communications Estimating and Management I	3
Hours		15

Spring

UNIFI/General Education or University Electives		6
TECH 4161	Digital Graphic Communications	3
TECH 4184	Digital Imaging II	3
ENGR 4500	Senior Design	3
Hours		15
Total Hours		120

Learning Outcomes

Graphic Technology, B.A.

Program Educational Objectives (PEOs):

- Strive to become successful professionals in graphic communication and related fields.
- Advance personal and professional ethics by embracing both professional and societal responsibilities, while actively seeking leadership roles.
- Pursue lifelong learning opportunities to enhance and broaden their technical and professional skills, which may involve obtaining advanced certifications and actively participating in peer groups.
- Demonstrate a strong commitment to sustainable development for the betterment of society.

Student Learning Outcomes (SLOs):

- Integrate design and functionality into graphic communications products, optimizing user experience and adoption.
- Impact production efficiency and product quality across a variety of media by applying knowledge of graphic communications materials, technologies, and practices.
- Contribute to graphic communications project teams for design, production, and management.
- Recognize and practice legal and ethical responsibilities concerning the creation, use, and distribution of graphic communications assets or products.
- Communicate ideas through written, visual, and oral mediums to a wide range of audiences.
- Research and apply new information to solve graphic communications design, production, and management problems.
- Apply tools and principles in graphic communications business development and production management.

History B.A.

History Major

The B.A. History major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Undergraduate Majors, Minors, and Certificates

The Global Studies track within the History major is intended for students with an interest in global history and transnational issues. It combines historical and interdisciplinary approaches with foreign language capacity to provide fundamental tools and skills to understand and compete in our globalized world. See statements on language proficiency other than English below, and the two highly recommended components of the Global Studies track - Study Abroad and the Certificate in Nonprofit Leadership.

Liberal Arts Track

Required:

History Core

HIST 1010	Introduction to Historical Skills	3
HIST 1011	Field Experience: Public History	1
HIST 1110	United States History to the Civil War and Emancipation	3
HIST 1120	United States History since the Civil War and Emancipation	3
HIST 1210	Making the Modern World	3
HIST 4000	Senior Seminar in Advanced Historical Skills	3

Electives in History 21

Electives must include at least one course in US History at the 4000-level; one in World History at the 4000-level; and one in Pre-1600 History at the 4000-level. The remaining four courses can come from any category.

US History Electives (at least one 4000-level class):

HIST 2011	Engaging Sources: (Topic)
HIST 2020	Health in History: (Topic)
HIST 4010/5010	Introduction to Public History
HIST 4110/5110	American Colonial History
HIST 4130/5130	The Early Republic, 1785-1850
HIST 4140/5140	Civil War and Reconstruction
HIST 4150/5150	Foundations of Modern America: The United States, 1877-1929
HIST 4160/5160	U.S. History from 1929 to 1960
HIST 4170/5170	U.S. Environmental History
HIST 4175/5175	History on Film
HIST 4180/5180	Recent United States History
HIST 4200/5200	History of Iowa
HIST 4235/5235	Popular Culture in the United States
HIST 4245/5245	African-American History
HIST 4250/5250	Religion in America
HIST 4260/5260	United States Women's History
HIST 4270/5270	American Indian History
HIST 4280/5280	The American Radical Tradition
HIST 4556/5556	History of Outdoor Recreation

World History Electives (at least one 4000-level class):

HIST 2210	Problems & Perspectives in Global History: (Topic)
HIST 2320	The Modern West: Technology, Science, & Culture
HIST 3110	Conflict and Justice in History: (Topic)
HIST 3279	Conflict and Justice Study Abroad: (Topic)
HIST 4510/5510	Europe from the French Revolution to World War I
HIST 4520/5520	Europe from World War I to the Present
HIST 4610/5610	English History since 1688
HIST 4640/5640	Modern Mediterranean Europe: History and Culture
HIST 4650/5650	Modern Central and Eastern Europe
HIST 4660/5660	History of Imperial Russia
HIST 4670/5670	History of Soviet Russia
HIST 4675/5675	Great Power Diplomacy from the Congress of Vienna to the Present
HIST 4680/5680	Military History from Napoleon to the Present
HIST 4690/5690	Modern European Women's History
HIST 4720/5720	Modern Latin American History
HIST 4740/5740	Modern African History
HIST 4820/5820	Modern Middle East History
HIST 4840/5840	Mughals and Marauders; Merchants and Mahatmas: A History of South Asia since 1526 CE
HIST 4860/5860	Modern Chinese History
HIST 4880/5880	The Legacy of the Samurai: Japan since 1800
HIST 4910/5910	Global Studies: (Topic)
Pre-1600 History (at least one 4000-level class):	
HIST 2310	From Mesopotamia to the Middle Ages: The Premodern West
HIST 4310/5310	History of Ancient Greece
HIST 4320/5320	History of Ancient Rome
HIST 4330/5330	Greek and Roman Life and Culture
HIST 4340/5340	Barbarians, Saints, and Pestilence: The Middle Ages
HIST 4350/5350	Rebirth, Reform, and Rebellion: The Beginnings of the Modern World
HIST 4420/5420	History of Ireland

HIST 4440/5440	Kings, Heretics, Witches, and Revolutionaries: England to 1688
HIST 4480/5480	The Ancient Near East
HIST 4730/5730	African Kingdoms & Societies
HIST 4830/5830	Sanskrit and Sovereigns; Sultans and Sufis: A History of South Asia to 1526 CE
HIST 4850/5850	Pre-Modern Chinese History
HIST 4870/5870	Courtiers, Warriors, and Merchants: Japan to 1800

Total Hours 37

Global Studies Track

Required:

History Core

HIST 1010	Introduction to Historical Skills	3
HIST 1011	Field Experience: Public History	1
HIST 1110	United States History to the Civil War and Emancipation	3
HIST 1120	United States History since the Civil War and Emancipation	3
HIST 1210	Making the Modern World	3
HIST 4000	Senior Seminar in Advanced Historical Skills	3

Elective Courses

Transnational Perspectives 9

HIST 2210	Problems & Perspectives in Global History: (Topic)
HIST 4910/5910	Global Studies: (Topic)

Non-US National/Regional Perspectives – choose two courses from the following: 6

HIST 3279	Conflict and Justice Study Abroad: (Topic)
HIST 4310/5310	History of Ancient Greece
HIST 4320/5320	History of Ancient Rome
HIST 4330/5330	Greek and Roman Life and Culture
HIST 4340/5340	Barbarians, Saints, and Pestilence: The Middle Ages
HIST 4350/5350	Rebirth, Reform, and Rebellion: The Beginnings of the Modern World
HIST 4360/5360	Age of Absolutism and the Enlightenment
HIST 4420/5420	History of Ireland
HIST 4440/5440	Kings, Heretics, Witches, and Revolutionaries: England to 1688
HIST 4480/5480	The Ancient Near East
HIST 4510/5510	Europe from the French Revolution to World War I
HIST 4520/5520	Europe from World War I to the Present

HIST 4610/5610	English History since 1688
HIST 4640/5640	Modern Mediterranean Europe: History and Culture
HIST 4650/5650	Modern Central and Eastern Europe
HIST 4660/5660	History of Imperial Russia
HIST 4670/5670	History of Soviet Russia
HIST 4675/5675	Great Power Diplomacy from the Congress of Vienna to the Present
HIST 4680/5680	Military History from Napoleon to the Present
HIST 4690/5690	Modern European Women's History
HIST 4720/5720	Modern Latin American History
HIST 4730/5730	African Kingdoms & Societies
HIST 4740/5740	Modern African History
HIST 4820/5820	Modern Middle East History
HIST 4830/5830	Sanskrit and Sovereigns; Sultans and Sufis: A History of South Asia to 1526 CE
HIST 4840/5840	Mughals and Marauders; Merchants and Mahatmas: A History of South Asia since 1526 CE
HIST 4850/5850	Pre-Modern Chinese History
HIST 4860/5860	Modern Chinese History
HIST 4870/5870	Courtiers, Warriors, and Merchants: Japan to 1800
HIST 4880/5880	The Legacy of the Samurai: Japan since 1800

Interdisciplinary Perspectives – choose three courses from the following: 9

COMM 4344/5344	Intercultural Communication
COMM 4346/5346	Gender Issues in Communication
EARTHSCI 1320	Earth History *
FREN 3004	Introduction to Literature in French *
FREN 4021/5021	Special Topics in Language and Culture *
FREN 4022/5022	Special Topics in French Literature *
FREN 4025/5025	Contemporary France *
FREN 4028/5028	Special Topics in Francophone Literature *
GEOG 4150/5150	Regional Geography: (Variable Topic)
GEOG 3110	Economic Geography
GEOG 3220	Environmental Geography: Variable Topic
GEOG 4110/5110	Cultural Geography
GEOG 4120/5120	Demography and Population Geography
PHIL/RELS 2550	Environmental Ethics

Undergraduate Majors, Minors, and Certificates

POLSCI 1025	Global Politics
POLSCI 1040	Comparative Politics
POLSCI 3119	Politics of the Global Economy
POLSCI 3121	Unconventional Warfare
POLSCI 3123	Nationalism
POLSCI 3125	Politics of International Development
POLSCI 3126	Human Rights
POLSCI 3135	Politics in Europe
POLSCI 3143	International Law
POLSCI 3145	International Organizations
POLSCI 3164	Russian Politics
RELS 1020	Religions of the World
RELS 2100	Hinduism and Buddhism
RELS 2110	Confucianism, Daoism, and Zen
RELS 2120	Judaism and Islam
RELS 2130	Christianity
SW/SOC SCI 1041	Global Social Work
SOC 3045/5045	Social Inequality *
SOC 3060/5060	Sociology of Culture *
SOC 3080/5080	Immigration and Transnationalism *
SOC 4071/5071	Feminist Theories in the Social Sciences *
SPAN 3012	Survey of Spanish American Literature *
SPAN 3018	Survey of Spanish Literature *
SPAN 3020	Cultures and Civilization of Latin America *
SPAN 3023	Cultures and Civilization of Spain *
SPAN 3031	Topics in Spanish American Literature and Culture: *
SPAN 3035	Topics in Literature and Culture of Spain: *
SPAN 4062/5062	Spanish American Literature: *
SPAN 4063/5063	Peninsular Literature: *
Total Hours	40***

* Prerequisite(s) required

This program will require up to **six hours of coursework in a language other than English beyond the minimum hours the **university's Foreign Language Competency** requirement if a student does not demonstrate a proficiency at the **fourth** semester level.

Statement on Foreign Language Competency:

Students must be able to demonstrate competence in a language other than English at the intermediate (second year) college level; however, foreign language study past the two-year requirement is highly recommended. Language proficiency may be achieved through

high school and college study (two years of high school study equals one year of college-level study), transfer credit, study abroad, native or heritage knowledge, or a combination of the above. Students seeking to use four years of high school foreign language study to satisfy the language requirement will be required to complete a proficiency exam. Heritage speakers seeking to use their home/family language to satisfy the language requirement may be required to complete a proficiency exam.

Recommended: Study Abroad

History-Global Studies students are strongly encouraged to study abroad for a minimum of one semester. Courses taken abroad can be used to satisfy program requirements, and UNI financial aid can be applied to study abroad.

Recommended: Certificate in Nonprofit Leadership

If you are interested in employment in the non-profit sector the Certificate in Nonprofit Leadership may be a good complement to the History-Global Studies major. This certificate provides knowledge, skill-building and professional experience for students interested in working for non-governmental organizations (NGOs) and international non-governmental organizations (INGOs). Earning this certificate at UNI also will enable you to earn a national Certificate in Nonprofit Management from Nonprofit Leadership Alliance. See the UNI Catalog (Department of Health, Recreation, and Community Services) for certificate requirements.

Note: In order to graduate with a major in History, students must achieve a total major GPA of at least 2.50. Only courses with an earned grade of at least a C- will count toward the major.

Four-Year Plan

History - Liberal Arts, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
HIST 1110	United States History to the Civil War and Emancipation	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
HIST 1120	United States History since the Civil War and Emancipation	3
UNIFI/General Education or University Electives		13
Hours		16
Sophomore		
Fall		
HIST 1210	Making the Modern World	3
HIST 1010	Introduction to Historical Skills	3
HIST 1011	Field Experience: Public History	1

UNIFI/General Education or University Electives	7
Hours	14
Spring	
History Electives	3
UNIFI/General Education or University Electives	12
Hours	15
Junior	
Fall	
History Electives (include the "to 1600" requirement)	6
UNIFI/General Education or University Electives	9
Hours	15
Spring	
History Electives	6
UNIFI/General Education or University Electives	9
Hours	15
Senior	
Fall	
History Electives	6
UNIFI/General Education or University Electives	9
Hours	15
Spring	
HIST 4000	Senior Seminar in Advanced Historical Skills
UNIFI/General Education or University Electives	12
Hours	15
Total Hours	120

History - Global Studies, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
HIST 1110	United States History to the Civil War and Emancipation	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
HIST 1120	United States History since the Civil War and Emancipation	3
UNIFI/General Education or University Electives		13
Hours		16
Sophomore		
Fall		
HIST 1210	Making the Modern World	3
HIST 1010	Introduction to Historical Skills	3
HIST 1011	Field Experience: Public History	1
History Electives: Transnational Perspectives		3
UNIFI/General Education or University Electives		4
Hours		14
Spring		
History Electives: Interdisciplinary Perspectives		3
History Electives: Transnational Perspectives		3

UNIFI/General Education or University Electives	9
Hours	15
Junior	
Fall	
History Electives: Interdisciplinary Perspectives	3
History Electives: Non-US/Regional Perspectives	3
UNIFI/General Education or University Electives	9
Hours	15
Spring	
History Electives: Transnational Perspectives	3
History Electives: Non-US/Regional Perspectives	3
UNIFI/General Education or University Electives	9
Hours	15
Senior	
Fall	
History Electives: Interdisciplinary Perspectives	3
UNIFI/General Education or University Electives	12
Hours	15
Spring	
HIST 4000	Senior Seminar in Advanced Historical Skills
UNIFI/General Education or University Electives	12
Hours	15
Total Hours	120

Learning Outcomes

History, B.A.

Writing Skills (University Goal: Communication):

- Students will be able to use their research to create a cogent, well-organized and readable historical essay.
- Students will demonstrate evidence of revision in their written work.
- Students will be able to demonstrate writing as a process of understanding complex issues rather than a simple summary of information.

Analytical Skills (University Goal: Critical Thinking & Discipline-Specific Skills):

- Students will be able to identify levels of analysis in historical writing, from narrative to historicism.
- Students will be able to create an original approach to a topic by placing it within an analytical framework consisting of 1) possible historical contexts; 2) possible analytical lenses, including politics, class, race, gender, identity, and geography or place.
- Students will be able to develop a thesis in relationship to relevant scholarly literature.

Historical Research Skills (University Goal: Discipline Specific Knowledge and Skills):

- Students will be able to develop original research that uses both primary and secondary sources.
- Students will be able to navigate a library and / or an archive, using finder's guides and databases for books, articles, and documents.

Undergraduate Majors, Minors, and Certificates

- Students will be able to create correctly formatted citations (footnotes or endnotes) and bibliographies using the “Chicago style” or “Turabian style” of citation.

Historical Knowledge (University Goal: Discipline Specific Knowledge and Skills):

- Students will be able to identify historical contexts.
- Students will be able to demonstrate an adherence to historical accuracy.
- Students will be able to demonstrate a recognition of diversity in people and perspective.
- Students will be able to avoid timeless, universal, or ahistorical explanations for past events.

History - Teaching B.A.

History - Teaching Major

The B.A. History - Teaching major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

This major leads to endorsements #158: 5-12 American History and #166: 5-12 World History.

Required:

History Core

HIST 1010	Introduction to Historical Skills	3
HIST 1011	Field Experience: Public History	1
HIST 1110	United States History to the Civil War and Emancipation	3
HIST 1120	United States History since the Civil War and Emancipation	3
HIST 1210	Making the Modern World	3
HIST 4000	Senior Seminar in Advanced Historical Skills	3

Iowa History

HIST 4200/5200	History of Iowa	3
Electives in History		18

United States History Electives (choose two of the following, at least one 4000-level class):

HIST 2011	Engaging Sources: (Topic)
HIST 2020	Health in History: (Topic)
HIST 4010/5010	Introduction to Public History
HIST 4110/5110	American Colonial History
HIST 4130/5130	The Early Republic, 1785-1850
HIST 4140/5140	Civil War and Reconstruction
HIST 4150/5150	Foundations of Modern America: The United States, 1877-1929
HIST 4160/5160	U.S. History from 1929 to 1960

HIST 4170/5170	U.S. Environmental History
HIST 4175/5175	History on Film
HIST 4180/5180	Recent United States History
HIST 4235/5235	Popular Culture in the United States
HIST 4245/5245	African-American History
HIST 4250/5250	Religion in America
HIST 4260/5260	United States Women's History
HIST 4270/5270	American Indian History
HIST 4280/5280	The American Radical Tradition
HIST 4556/5556	History of Outdoor Recreation

World History Electives (choose four of the following, at least one of which must come from the “Pre-1600 History Electives” list; at least one additional course must be at the 4000-level):

HIST 2210	Problems & Perspectives in Global History: (Topic)
HIST 2320	The Modern West: Technology, Science, & Culture
HIST 3110	Conflict and Justice in History: (Topic)
HIST 3279	Conflict and Justice Study Abroad: (Topic)
HIST 4360/5360	Age of Absolutism and the Enlightenment
HIST 4510/5510	Europe from the French Revolution to World War I
HIST 4520/5520	Europe from World War I to the Present
HIST 4610/5610	English History since 1688
HIST 4640/5640	Modern Mediterranean Europe: History and Culture
HIST 4650/5650	Modern Central and Eastern Europe
HIST 4660/5660	History of Imperial Russia
HIST 4670/5670	History of Soviet Russia
HIST 4675/5675	Great Power Diplomacy from the Congress of Vienna to the Present
HIST 4680/5680	Military History from Napoleon to the Present
HIST 4690/5690	Modern European Women's History
HIST 4720/5720	Modern Latin American History
HIST 4740/5740	Modern African History
HIST 4820/5820	Modern Middle East History
HIST 4840/5840	Mughals and Marauders; Merchants and Mahatmas: A History of South Asia since 1526 CE
HIST 4860/5860	Modern Chinese History
HIST 4880/5880	The Legacy of the Samurai: Japan since 1800

HIST 4910/5910	Global Studies: (Topic)
Pre-1600 History Electives (at least one 4000-level course):	
HIST 2310	From Mesopotamia to the Middle Ages: The Premodern West
HIST 4310/5310	History of Ancient Greece
HIST 4320/5320	History of Ancient Rome
HIST 4330/5330	Greek and Roman Life and Culture
HIST 4340/5340	Barbarians, Saints, and Pestilence: The Middle Ages
HIST 4350/5350	Rebirth, Reform, and Rebellion: The Beginnings of the Modern World
HIST 4420/5420	History of Ireland
HIST 4440/5440	Kings, Heretics, Witches, and Revolutionaries: England to 1688
HIST 4480/5480	The Ancient Near East
HIST 4730/5730	African Kingdoms & Societies
HIST 4830/5830	Sanskrit and Sovereigns; Sultans and Sufis: A History of South Asia to 1526 CE
HIST 4850/5850	Pre-Modern Chinese History
HIST 4870/5870	Courtiers, Warriors, and Merchants: Japan to 1800
Total Hours	37

Note: Only courses with an earned grade of at least a C- will count toward the major. The History major may consider a minor in at least one other social science discipline.

Professional Experiences

Required:

EDUC 2386	Teaching Methods I: Introduction to Teaching Social Studies *	2
EDUC 2486	Teaching Internship I: Social Studies and History	3
EDUC 3586/5586	Teaching Methods II: Methods of Teaching Social Studies **, **	3
EDUC 3686/5686	Teaching Internship II: Social Studies and History	2
EDUC 4138	Secondary School Teaching	12
Total Hours		22

* A grade of C (2.00) or higher is required for all Methods courses.

**History Teaching majors can count EDUC 3586/5586 Teaching Methods II: Methods of Teaching Social Studies for category 5 of Educator Essentials.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner	3

EDPSYCH 1500	Reflections on Learning
EDPSYCH 2068	Development and Learning in Sociocultural Contexts
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)
Category 2: Social Contexts of Learning	3
SOCFOUND 2119	Social & Cultural Foundations of Education
SOCFOUND 2134	A Modern History of Education in the United States
SOCFOUND 2334	Education Policy and Politics of Education
TESOL 2015	Language Today
Category 3: Education for All	3
KINES 4152	Adapted Physical Education
SOCFOUND 3334	Education, Power, and Change
SOCFOUND 3434	Social Movements and Education
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms
TESOL 3710	Content Area Strategies for English Language Learners
Category 4: The Classroom Environment	3
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom
EDPSYCH 3300	Level Up: Gamified Learning Environments
ECIE 4151	Early Childhood Curriculum Development and Organization
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments
SOCFOUND 3219	Critical Perspectives on Technology and Education
Category 5: Effective Pedagogy	3
ARTED 4600	Expressive Learning Assessment
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age
MEASRES 3510	Assessment for Learning
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment
Category 6: The Professional Educator	3
ECIE 3149	Child, Family, School and Community Relationships
SOCFOUND 3519	Teacher Leadership & Educational Change

Undergraduate Majors, Minors, and Certificates

TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

History Teaching, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
HIST 1110	United States History to the Civil War and Emancipation	3
HIST 1210	Making the Modern World	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
HIST 2011	Engaging Sources: (Topic)	3
HIST 1120	United States History since the Civil War and Emancipation	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		7
Hours		16
Sophomore		
Fall		
HIST 1010	Introduction to Historical Skills	3
HIST 1011	Field Experience: Public History	1
HIST 3110	Conflict and Justice in History: (Topic)	3
HIST 2000/3000 Course		3
UNIFI/General Education or University Electives		3
Educator Essentials Course		3
Hours		16
Spring		
EDUC 2486	Teaching Internship I: Social Studies and History	3
EDUC 2386	Teaching Methods I: Introduction to Teaching Social Studies	2
Educator Essentials Course		3
UNIFI/General Education or University Electives		3
HIST 2000/3000 Course		3
History Electives		3
Hours		17
Junior		
Fall		
Educator Essentials Course		3
History Electives (include the "to 1600" requirement)		3
UNIFI/General Education or University Electives		9
Hours		15

Spring		
History Electives		3
UNIFI/General Education or University Electives		12
Hours		15
Senior		
Fall		
HIST 4000	Senior Seminar in Advanced Historical Skills	3
EDUC 3686/5686	Teaching Internship II: Social Studies and History	2
EDUC 3586/5586	Teaching Methods II: Methods of Teaching Social Studies	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		3
Hours		14
Spring		
EDUC 4138	Secondary School Teaching	12
Hours		12
Total Hours		120

Learning Outcomes

History - Teaching, B.A.

Writing Skills (University Goal: Communication):

- Students will be able to use their research to create a cogent, well-organized and readable historical essay.
- Students will demonstrate evidence of revision in their written work.
- Students will be able to demonstrate writing as a process of understanding complex issues rather than a simple summary of information.

Analytical Skills (University Goal: Critical Thinking & Discipline-Specific Skills):

- Students will be able to identify levels of analysis in historical writing, from narrative to historicism.
- Students will be able to create an original approach to a topic by placing it within an analytical framework consisting of 1) possible historical contexts; 2) possible analytical lenses, including politics, class, race, gender, identity, and geography or place.
- Students will be able to develop a thesis in relationship to relevant scholarly literature.

Historical Research Skills (University Goal: Discipline Specific Knowledge and Skills):

- Students will be able to develop original research that uses both primary and secondary sources.
- Students will be able to navigate a library and / or an archive, using finder's guides and databases for books, articles, and documents.
- Students will be able to create correctly formatted citations (footnotes or endnotes) and bibliographies using the "Chicago style" or "Turabian style" of citation.

Historical Knowledge (University Goal: Discipline Specific Knowledge and Skills):

- Students will be able to identify historical contexts.
- Students will be able to demonstrate an adherence to historical accuracy.
- Students will be able to demonstrate a recognition of diversity in people and perspective.
- Students will be able to avoid timeless, universal, or ahistorical explanations for past events.

History Teaching Skills (University Goal: Discipline Specific Knowledge and Skills):

- Students will be able to design, implement, and assess their own instruction that actively engages secondary students in history that aligns with the recommendations of national and state standards

Human Resource Management B.A.

Human Resource Management Major

The B.A. Human Resource Management major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required Business Core:

Business Administration, Interdepartmental:		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
BUSINESS 2000	Business Professionals in Training	0
Accounting:		
ACCT 2120	Principles of Financial Accounting	3
ACCT 2130	Principles of Managerial Accounting	3
Marketing:		
MKTG 2110	Principles of Marketing	3
Management:		
MGMT 2080	Introduction to Information Systems	3
MGMT 3100	Legal and Social Environment of Business	3
or ACCT 3075	Legal and Ethical Concepts for Accountants	
MGMT 3154	Operations Management	3
MGMT 3965/5965	Organizational Behavior	3
MGMT 4175	Strategic Management *	3
Finance:		
FIN 3130	Corporate Finance	3
Economics:		
ECON 1011	Statistics for Business Analytics	3
ECON 2090	Decision Analytics	3
ECON 1041	Principles of Macroeconomics	3
ECON 1051	Principles of Microeconomics	3

Mathematics:

STAT 1772	Introduction to Statistical Methods	3

Required Courses:

Management:		
MGMT 3155	Human Resource Management	3
MGMT 3905/5905	Employment and Labor Law	3
MGMT 3966/5966	Staffing and Employee Development	3
MGMT 3968/5968	Compensation and Performance Management Systems	3
MGMT 3984/5984	Dynamics of Negotiations	3
Electives (select one of the following):		
MGMT 2113	Business Communication	
MGMT 3163	Creative Problem Solving	
MGMT 3189/5189	International Management	
MGMT 3974/5974	Ethics, Responsible AI, and Business	
Total Hours:		60

* The rest of the business core must be completed before MGMT 4175 is taken.

Note: Human Resource Management majors are allowed to double with Management majors with an Organizational Leadership track by taking five additional classes (i.e., only one class is allowed to double count for both majors), including ENTR 3583/5583 (Entrepreneurship). Management: Business Administration emphasis is excluded from this option.

Four-Year Plan

Human Resource Management, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3
ENGLISH 1005	College Writing and Research	3
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		6
		Hours
		15
Spring		
ECON 1011	Statistics for Business Analytics	3
ECON 1051	Principles of Microeconomics	3

Undergraduate Majors, Minors, and Certificates

UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
BUSINESS 2000	Business Professionals in Training	0
ACCT 2120	Principles of Financial Accounting	3
MGMT 2080	Introduction to Information Systems	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ACCT 2130	Principles of Managerial Accounting	3
ECON 2090	Decision Analytics	3
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
MGMT 3100	Legal and Social Environment of Business	3
MGMT 3965/5965	Organizational Behavior	3
MKTG 2110	Principles of Marketing	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
FIN 3130	Corporate Finance	3
MGMT 3155	Human Resource Management	3
HR Elective		3
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
MGMT 3154	Operations Management	3
MGMT 3905/5905	Employment and Labor Law	3
MGMT 3966/5966	Staffing and Employee Development	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
MGMT 3968/5968	Compensation and Performance Management Systems	3
MGMT 3984/5984	Dynamics of Negotiations	3
MGMT 4175	Strategic Management	3
UNIFI/General Education or University Electives		6
Hours		15
Total Hours		120

Learning Outcomes

Human Resource Management, B.A.

Objective 1: Learners will demonstrate disciplinary content knowledge.

- **Outcome 1.1.** Learners will demonstrate broad knowledge of Human Resources Management.
- **Outcome 1.2.** Learners will apply staffing, employee development, compensation, and performance management activities that promote organizational effectiveness.

Objective 2: Learners will display analytical skills to aid in business decision-making.

- **Outcome 2.1.** Learners will display a broad set of quantitative skills.
- **Outcome 2.2.** Learners will display appropriate use of relevant technology/software.
- **Outcome 2.3.** Learners will display basic people analytics skills to help reach appropriate conclusions.

Objective 3: Learners will display strong communication skills.

- **Outcome 3.1.** Learners will accurately summarize material, both orally and in writing.
- **Outcome 3.2.** Learners will justify or explain a position or claim.
- **Outcome 3.3.** Learners will display appropriate negotiation skills.

Objective 4: Learners will be able to apply critical thinking skills.

- **Outcome 4.1.** Learners will apply critical thinking skills to solve complex people problems at work.

Objective 5: Learners will be able to identify and ready to exhibit strong work values in contemporary organizations.

- **Outcome 5.1.** Learners will identify ethical components in business situations.
- **Outcome 5.2.** Learners will display strong work values associated with professionalism, collaborative work, and DEI.

Policies

Note: A copy of the Wilson College Policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>.

Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Management, MIS, Business Analytics, Human Resource Management, and Supply Chain Management majors may declare a double major and/or major and minor within the Wilson College of Business, subject to regulations imposed by those Wilson College of Business departments affected. Management majors may not major in Human Resource Management or minor in Organizational Leadership. No more than one emphasis area may be declared in Management.

All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). A student must earn a 2.20 cumulative grade point average at UNI; and earn an overall 2.20 grade point average in business designated courses taken at UNI.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These

exceptions include major combinations which allow two double-counted courses:

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Management Department may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or a second Wilson College of Business major is based on competitive GPA and space availability.

Individual Studies B.A. Individual Studies Major

The B.A. Individual Studies major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements (under the discretion of the Individual Studies Program Coordinator), plus electives to complete the minimum of 120 hours.

Required

A coherent, interdisciplinary area of study (minimum of 33 hours)	33
Total Hours	33

An undergraduate thesis, internship, practicum, research project or portfolio may be required for your program of study (1-6 hours).

If it is found the university does not offer the major desired, it may be possible, through the Individual Studies Program, for a student to create her/his own program of study. The purpose of the Individual Studies major is twofold:

1. to enable a student to design an individualized major by selecting courses from several academic departments, and
2. to explore interdisciplinary areas of study before those areas are formally adopted as departmental or interdepartmental majors.

Students interested in this major should have at least one semester's experience in university study before applying. A student shall consult first with the Individual Studies Coordinator concerning the feasibility of designing an Individual Studies major in a particular area. If the university does not have faculty or curricular resources for the area requested, the student will be so advised. Also, if the student does not appear to be academically prepared, or if their plans are not sufficiently clear, specific steps to correct these problems will be recommended.

Once an advisor is appointed, the student and the advisor will develop a list of courses to comprise the proposed major, and an interdisciplinary faculty committee will be selected to take action on the specific program. In some cases, with the approval of the faculty advisor and the program coordinator, an extraordinary amount of independent study may be counted toward the major. In some cases,

an undergraduate thesis, internship, practicum, research project or portfolio will be required of this major.

The Individual Studies major is not intended to provide a secondary alternative to existing majors.

Learning Outcomes

Individual Studies, B.A.

This program operates differently with regard to learning outcomes (since it provides a mechanism to create a major), establishing learning outcomes for the Individual Studies program is in progress.

Industrial Management B.A. Industrial Management Major

The B.A. Industrial Management major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Integrating specific technical background, the Industrial Management major prepares students with a broad spectrum of management skills, critical thinking skills, organizational skills in technological systems for an entry level supervision/management position upon graduation.

Math and Science:

STAT 1772	Introduction to Statistical Methods ^	3
CHEM 1010	Principles of Chemistry ^	3-4
or CHEM 1020	Chemical Technology	
or CHEM 1110	General Chemistry I	
or PHYSICS 1000	Physics in Everyday Life	
or PHYSICS 1511	General Physics I	

Required Core:

ENGLISH 1005	College Writing and Research	3
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3
PHIL 1560	Science, Technology, and Ethics (STE)	3
TECH 3100/5100	Engineering Cost Analysis	3
TECH 3131/5131	Technical Project Management	3
TECH 3142	Statistical Quality Control	3
TECH 3143	Managing Operations and Manufacturing Systems	3
TECH 3180	Lean and Sustainable Operations	3
TECH 4187	Applied Industrial Supervision and Management	3
TECH 4225/5225	Integrated Logistics	3

Electives:

CONSTR 1000	Fundamentals of Construction Management Materials & Methods	15
TECH 1008	Basic Manufacturing Processes	
TECH 1010	Fundamentals of Metal Removal	
TECH 1024	Engineering Design with CAD	

Undergraduate Majors, Minors, and Certificates

TECH 1055	Graphic Communications Foundations
TECH 2036	Power Technology
TECH 2065	Industrial Robotics *
TECH 2114	Making Cool Stuff
TECH 3169	Digital Imaging *
TECH 3179	Cooperative Education
TECH 3196	Industrial Safety
Total Hours	
51-52	

^ Has prerequisite of satisfactory score on ALEKS exam or subsequent remediation.

* TECH 3169 has prerequisite of TECH 2070.

TECH 2065 has a prerequisite of CS 1510 or CS 1160; sophomore standing.

Four-Year Plan

Industrial Management, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
UNIFI/General Education or University Electives		9
CHEM 1020	Chemical Technology	4
Technical elective course		3
Hours		16
Spring		
UNIFI/General Education or University Electives		6
STAT 1772	Introduction to Statistical Methods	3
Technical elective course		6
Hours		15
Sophomore		
Fall		
UNIFI/General Education or University Electives		6
PHIL 1560	Science, Technology, and Ethics (STE)	3
Technical elective course		6
Hours		15
Spring		
UNIFI/General Education or University Electives		6
TECH 2119	Computer Applications in Technology	3
Technical elective course		6
Hours		15
Junior		
Fall		
UNIFI/General Education or University Electives		3
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3
TECH 3142	Statistical Quality Control	3
Technical elective course		6
Hours		15

Spring		
UNIFI/General Education or University Electives		6
TECH 3100/5100	Engineering Cost Analysis	3
TECH 3131/5131	Technical Project Management	3
Technical elective course		3
Hours		15
Senior		
Fall		
UNIFI/General Education or University Electives		6
TECH 3143	Managing Operations and Manufacturing Systems	3
TECH 4187	Applied Industrial Supervision and Management	3
Technical elective course		3
Hours		15
Spring		
UNIFI/General Education or University Electives		5
TECH 3180	Lean and Sustainable Operations	3
ENGR 4500	Senior Design	3
TECH 4225/5225	Integrated Logistics	3
Hours		14
Total Hours		120

Learning Outcomes

Industrial Management, B.A.

Program Educational Objectives (PEOs):

- Use technical skills and critical thinking to focus on the management of resources and projects.
- Communicate effectively in verbal, written, and visual forms.
- Demonstrate leadership, teamwork, and ethical competencies.

Student Learning Outcomes (SLOs):

- Communication: Employ effective communication techniques within a management situation.
- Problem Solving: Solve a technological problem using management principles.
- Project Management: Develop a plan for appropriate steps to complete a project.

Interactive Digital Studies B.A.

Interactive Digital Studies Major

The B.A. Interactive Digital Studies (IDS) major is interdisciplinary in nature and is under the jurisdiction of the Department of Communication and Media. The Interactive Digital Studies major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required

Communication and Media:		
CM CORE 1001	Digital Toolbox	3

COMM 4544/5544	Digital Culture and Communication	3
or CM CORE 1010	Mass Communication and Society	
COMM 3155	Professional and Public Communication	3
COMM 3555	Interactive Digital Communication	3
CM CORE 3900/5900	Internship in Communication and Media	3
Electives - select two bundles (emphases) from the following:		30-32
Total Hours		45-47

EMPHASES**1. Digital Visualization (15 hours)**

Communication and Media:

COMM 4558/5558	Interactive Digital Visualization: (Topic) (*Repeat for 6 hours)	6
COMM DM 1611	Media and Power	3
or COMM 4213/5213	Visual Rhetoric	
COMM DM 3659	Editing and Design	3
COMM DM 4655	Photojournalism	3
or COMM 3455	Creativity, Storytelling and Identity	
Total Hours		15

2. Digital Computation (17 hours)

Computer Science:

CS 1510	Introduction to Computing	4
CS 1520	Data Structures	4
CS 2530	Intermediate Computing *	3
CS 3110	Web Application Development	3
CS 3120/5120	User Interface Design	3
Total Hours		17

* CS 2530 has the following prerequisites:
CS 1510; CS 1520; CS 1800; or department approval. The prerequisite CS 1800 not included in requirements for this bundle is waived for Interactive Digital Studies majors and minors.

3. Digital Writing (15 hours)

English:

ENGLISH 2770	Introduction to Workplace Writing	3
ENGLISH 4785/5785	Applied Writing: Projects, Grants and Careers	3
or ENGLISH 4770/5770	Applied Writing: Proposals and Grants	
ENGLISH 4025/5025	Theory and Practice of Writing	3
or ENGLISH 4040/5040	Digital Writing: Theory and Practice	
Select 2 from the following courses (6 units total)		6
ENGLISH 4672/5672	Electronic Literature *	
ENGLISH 4160/5160	Issues in Digital Humanities	
ENGLISH 4765/5765	Applied Writing: Workplace Communication	

ENGLISH 4775/5775 Applied Writing: Specialized Documents

Total Hours 15

* Prerequisite(s): CM CORE 1001 or ENGLISH 2120 or consent of instructor; junior standing.

4. Digital Music (15 hours)

Music Theory (required):

MUS THEO 1300	Topics in Music Composition (Electronic composition section)	2
MUS THEO 3220/5220	Music and Technology	4
MUS THEO 3230/5230	Music Technology, Advanced	4
Music Theory (select two of the following):		4
MUS THEO 1100	Introduction to Music Theory	
MUS THEO 1110	Theory I	
MUS THEO 1120	Theory II	
Theory class placement is determined by a diagnostic examination.		
Music elective		1
Total hours		15
Additionally, it is recommended that students taking this bundle elect to take MUSIC 1100 as part of their UNIFI/General Education courses.		

5. Digital Imaging (15 hours)

Graphic Technologies:

TECH 1055	Graphic Communications Foundations	3
TECH 2070	Digital Pre-Media	3
TECH 3150/5150	Graphic Communications Imaging	3
TECH 3169	Digital Imaging	3
TECH 4184	Digital Imaging II	3
Total Hours		15

6. Digital Advertising (15 hours)

Economics:

ECON 1031	Introduction to Business Economics	3
or ECON 1041	Principles of Macroeconomics	

Marketing:

MKTG 2110	Principles of Marketing	3
MKTG 3143	Advertising and Promotion	3
MKTG 3146/5146	Digital Advertising	3
MKTG 3148/5148	Digital Customer Experience *	3
or ENTR 3583/5583	Entrepreneurship	
or MKTG 4150	Advertising Campaign Development	

Total Hours 15

* ENTR 3583/5583 has a prerequisite of ENTR 2010 or (ACCT 2120; ACCT 2130; prerequisite or corequisite FIN 3130; STAT 1772 or

Undergraduate Majors, Minors, and Certificates

equivalent; ECON 1011; MKTG 2110; ECON 1031 or (ECON 1041 and ECON 1051)); junior standing.

7. Digital History (15 hours)

Communication and Media:		
COMM 4558/5558	Interactive Digital Visualization: (Topic)	3
COMM 4412/5412	Performing History	3
History:		
HIST 1010	Introduction to Historical Skills	3
HIST 4010/5010	Introduction to Public History	3
HIST 3020	Introduction to Museum Studies	3
Total Hours		15

8. Web Development (15 hours)

Communication and Media:		
COMM 4558/5558	Interactive Digital Visualization: (Topic)	3
Computer Science:		
CS 1100	Web Development: Client-Side Coding	3
CS 2100	Web Development: Server-side Coding	3
CS 3120/5120	User Interface Design	3
Marketing:		
MKTG 3148/5148	Digital Customer Experience *	3
Total Hours		15

* MKTG 3148/5148 has a prerequisite of MKTG 2110 or consent of instructor. This prerequisite is waived for all Interactive Digital Studies majors and minors.

9. Digital Video (15 hours)

Communication and Media:		
COMM DM 1652 or COMM 3455	Writing for Digital Media Creativity, Storytelling and Identity	3
COMM DM 2651	Digital Media Production II	3
COMM DM 2653 or COMM DM 4650	News Writing and Reporting Advanced News Writing and Reporting	3
COMM DM 3658	Digital Journalism: (Topic)	3
COMM DM 4630/5630 or COMM DM 4644/	Digital Media Law and Ethics Global Media: (Topic)	3
Total Hours		15

10. Digital Mapping (15 hours)

Geography:		
GEOG 1310	Digital Earth	3
GEOG 2320	Drones for Mapping and Communication	3
GEOG 2410	Geographic Information Systems I	3

GEOG 4335/5335	Web Mapping and Data Visualization	3
GEOG 4360/5360	Cartographic Design	3
Total Hours		15

Four-Year Plan
Interactive Digital Studies, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
COMM 1000	Oral Communication	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
CM CORE 1001	Digital Toolbox	3
ENGLISH 1005	College Writing and Research	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
COMM 3155	Professional and Public Communication	3
COMM 3555	Interactive Digital Communication	3
Bundle 1 Selection		3
Bundle 2 Selection		3
UNIFI/General Education or University Electives		3
Hours		15
Spring		
Bundle 1 Selection		3
UNIFI/General Education or University Electives		12
Hours		15
Junior		
Fall		
COMM 4544/5544	Digital Culture and Communication (or CM CORE 1010 Mass Communication and Society)	3
Bundle 2 Selection		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
Bundle 1 Selection		3
Bundle 2 Selection		3
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
Bundle 1 Selection		3
Bundle 2 Selection		3
UNIFI/General Education or University Electives		9
Hours		15

Spring		
UNIV 4555	Interactive Digital Studies Practicum	3
Bundle 1 Selection		3
Bundle 2 Selection		3
UNIFI/General Education or University Electives		6
Hours		15
Total Hours		120

Learning Outcomes

Interactive Digital Studies, B.A.

Goal #1: Apply knowledge (UNI learning goal: Program content knowledge)

- **SLO 1:** Connect communication and media knowledge (e.g theories, perspectives, principles, practices, skills, methodologies) with relevant experiences and/or new situations.

Goal #2: Communicate competently (UNI learning goal: Communication)

- **SLO 2a:** Communicate competently in a professional setting.
- **SLO 2b:** Create messages and/or digital content that reflect an understanding of the audience, purpose, and context.
- **SLO 2c:** Deliver messages and/or digital content in an appropriate and effective form.

Goal #3: Think critically (UNI learning goal: Critical thinking)

- **SLO 3a:** Think critically in a professional setting.
- **SLO 3b:** Critically evaluate issues, messages, or practices with a communication and media perspective.

Policies

Note: Students majoring in Public Relations must achieve a minimum grade of C (2.00) in all courses to be applied toward departmental majors or minors. To graduate with a major in Communication (Liberal Arts), Digital Media, Interactive Digital Studies, or Public Relations, a student must earn a cumulative GPA of 2.50.

Interior Design B.A.

Interior Design Major

The B.A. Interior Design major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Admission to the University of Northern Iowa with an intended Interior Design major does not guarantee placement in the major due to the limited number of spaces available in the studio facilities.

Students majoring in Interior Design must satisfy the admission requirements including GPA, portfolio review/interview and the completion of specified courses before they can officially declare the major. Prior to completion of the admission requirements, students may sign an intent to major in Interior Design and be classified as a (pre)major.

Required

School of Applied Human Sciences:

INTDSGN 1001	Introduction to Applied Design	3
INTDSGN 1061	Design Foundations	3
INTDSGN 1063	Drafting for Interiors	3
INTDSGN 1065	Design Visualization and Communication	3
INTDSGN 1067	History of Interiors	3
INTDSGN 2063	Computer Applications for Interior Design I	3
INTDSGN 2065	Space Planning and the Human Experience	3
INTDSGN 2068	Design Research Methods	3
INTDSGN 2069	Materials and Resources for Interior Design	3
INTDSGN 2070	Materials Lab	1
INTDSGN 3063	Computer Applications for Interior Design II	3
INTDSGN 3069	Building Systems and Lighting	3
INTDSGN 3129	Building Codes and Standards	3
INTDSGN 3151	Residential Design I	3
INTDSGN 3152	Residential Design II	3
INTDSGN 3164	Professional Practice of Interior Design	3
INTDSGN 3165	Professional Preparation in Interior Design	1
INTDSGN 4151	Commercial Design I	3
INTDSGN 4152	Commercial Design II	3
INTDSGN 4153	Commercial Design III	3
INTDSGN 4162	Advanced Design	3
INTDSGN 4195	Internship in Interior Design	3
Total Hours		62

Four-Year Plan

Interior Design, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
INTDSGN 1001	Introduction to Applied Design	3
INTDSGN 1061	Design Foundations ¹	3
UNIFI/General Education or University Electives		9
Optional Study Trip ²		
Hours		15
Spring		
INTDSGN 1063	Drafting for Interiors	3
INTDSGN 1065	Design Visualization and Communication	3
INTDSGN 1067	History of Interiors	3

Undergraduate Majors, Minors, and Certificates

UNIFI/General Education or University Electives		6
Hours		15
Summer		
--Pass Portfolio Review end of Spring term		
--Highly recommend pursuing a residential or commercial internship		
Hours		0
Sophomore		
Fall		
INTDSGN 2063	Computer Applications for Interior Design I	3
INTDSGN 2065	Space Planning and the Human Experience	3
INTDSGN 2068	Design Research Methods	3
UNIFI/General Education or University Electives		6
Required Study Trip ²		0
Hours		15
Spring		
INTDSGN 2069	Materials and Resources for Interior Design	3
INTDSGN 2070	Materials Lab	1
INTDSGN 3063	Computer Applications for Interior Design II	3
INTDSGN 3151	Residential Design I	3
UNIFI/General Education or University Electives		6
Hours		16
Summer		
--Highly recommend pursuing a residential or commercial internship		
Hours		0
Junior		
Fall		
INTDSGN 3069	Building Systems and Lighting	3
INTDSGN 3129	Building Codes and Standards	3
INTDSGN 3152	Residential Design II	3
UNIFI/General Education or University Electives		6
Required Study Trip ²		0
Hours		15
Spring		
INTDSGN 3164	Professional Practice of Interior Design	3
INTDSGN 4151	Commercial Design I	3
UNIFI/General Education or University Electives		9
Hours		15
Summer		
--Highly recommend pursuing a residential or commercial internship		
--Consider a Study Abroad opportunity		
Hours		0
Senior		
Fall		
INTDSGN 3165	Professional Preparation in Interior Design	1
INTDSGN 4152	Commercial Design II	3
UNIFI/General Education or University Electives		10
Required Study Trip ²		0
Hours		14
Spring		
INTDSGN 4153	Commercial Design III	3
INTDSGN 4162	Advanced Design	3

UNIFI/General Education or University Electives		6
Hours		12
Summer		
INTDSGN 4195	Internship in Interior Design	3
Hours		3
Total Hours		120

- ¹ INTDSGN 1061 Design Foundations can be taken *either* Fall or Spring semester of first year.
- ² The Interior Design study trip typically occurs the last weekend in September and is a separate cost.

Learning Outcomes

Interior Design, B.A.

UNI Interior Design graduates are effective communicators.

- **SLO 1.1** Students are able to express ideas clearly in oral, written and visual communication.

Students integrate oral and visual material to present ideas clearly.

- **SLO 1.2** Students are able to produce well-coordinated presentation drawings across a range of appropriate media.
- **SLO 1.3** Students are able to produce integrated contract documents including drawings, schedules, and specifications appropriate to project size and scope.

UNI Interior Design graduates identify and explore complex problems and generate creative solutions that optimize the human experience within the interior environment.

- **SLO 2.1** Students identify and define relevant aspects of a design problem (goals, objectives, performance criteria).
- **SLO 2.2** Students gather, evaluate, synthesize and apply appropriate and necessary information and research findings to solve the problem (pre-design investigation).
- **SLO 2.3** Students generate multiple concepts and/or multiple design responses to programmatic requirements.

UNI interior design graduates apply elements and principles of two- and three-dimensional design.

- **SLO 3.1** Students effectively apply the elements and principles of design to two-dimensional design solutions.
- **SLO 3.2** Students effectively apply the elements and principles of design to three-dimensional design solutions.
- **SLO 3.3** Students are able to analyze and communicate theories or concepts of spatial definition and organization.

Kinesiology B.A.

Kinesiology Major

The Kinesiology major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Completion of this program prepares students for careers in Kinesiology and Exercise Science* or further study related health care

areas. To continue in the program and take 3000-level courses and above a student must have a C- or better in KINES 2050 Anatomy and Physiology of Human Movement. The student must maintain a cumulative 2.50 GPA in the major to graduate.¹

Required core:

AT 1018	Prevention and Care of Athletic Injuries	2
KINES 2050	Anatomy and Physiology of Human Movement	3
KINES 2053	Physical Activity and Nutrition	3
KINES 2056	Motor Learning and Development	3
KINES 3121	Sociology and Psychology of Physical Activity	3
KINES 3151	Biomechanics	3
KINES 3153	Exercise Physiology	3
KINES 3154	Psychological Skills for Sport Participants	3
KINES 3156	Fitness Assessment and Exercise Prescription	3
KINES 3157	Sports Nutrition	3
Choose one of the following emphases:		15
Total Hours		44

Exercise Science Emphasis

Required:		
KINES 3155/5155	Exercise Physiology: Applications for Health and Human Performance	3
KINES 3163	Career and Professional Development	3
Select 6 hours from the following:		6
KINES 2025	Conditioning Theory and Practice	
KINES 2062	Developmental Trends in Physical Activity & Sport	
KINES 3122	Sport Psychology	
KINES 3125	Introduction to Sport Administration	
KINES 3186 (Studies in, 3 hrs.)		
Select 3 hours from the following:		3
AT 3193	Research Experiences	
KINES 3192	Internship in Kinesiology	
KINES 3193	Research Experiences	

Pre-Health Emphasis

Required:		
KINES 3155/5155	Exercise Physiology: Applications for Health and Human Performance	3
KINES 3163	Career and Professional Development	3
Select 6 hours from the following:		6
AT 3186 (Studies in, 3 hrs.)		
AT 3300	Gross Human Anatomy	

AT 4130	General Medical Conditions	
KINES 3160	Exercise for Clinical Populations	
KINES 4152	Adapted Physical Education	
Select 3 hours from the following:		3
AT 3193	Research Experiences	
KINES 3192	Internship in Kinesiology	
KINES 3193	Research Experiences	

Pre-Athletic Training Emphasis

AT 1010	Introduction to Athletic Training & Clinical Healthcare	3
AT 3020	Clinical & Gross Human Anatomy	3
AT 3040	Foundations of Orthopedic Injury Assessment & Pathology I	3
AT 4070	Foundations of Therapeutic Interventions & Rehabilitation	3
Select 3 hours from the following:		3
AT 2000	Clinical Healthcare Experience	
AT 3193	Research Experiences	
KINES 3193	Research Experiences	

* This major prepares students with a broad background in exercise science in the areas of individual and group exercise and fitness programs, strength and power development, coaching, youth sport, and sport psychology. This program is a common major students planning to attend graduate school in Health Care related fields such as Athletic Training, Chiropractic, Occupational Therapy, and Physical Therapy.

¹ To continue in the program and take 3000-level courses and above, a student must have a C- or better in KINES 2050 Anatomy and Physiology of Human Movement. A cumulative plan (major) GPA of 2.50 is required to do the culminating internship and to graduate.

Four-Year Plan

Kinesiology: Exercise Science, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
UNIFI/General Education or University Electives		15
Hours		15
Spring		
UNIFI/General Education or University Electives		15
Hours		15
Sophomore		
Fall		
KINES 2053	Physical Activity and Nutrition	3

Undergraduate Majors, Minors, and Certificates

UNIFI/General Education or University Electives	13
Hours	16
Spring	
KINES 2050 Anatomy and Physiology of Human Movement	3
UNIFI/General Education or University Electives	12
Hours	15
Junior	
Fall	
AT 1018 Prevention and Care of Athletic Injuries	2
KINES 2056 Motor Learning and Development	3
Exercise Science Elective	3
UNIFI/General Education or University Electives	8
Hours	16
Spring	
KINES 3153 Exercise Physiology	3
KINES 3163 Career and Professional Development	3
KINES 3121 Sociology and Psychology of Physical Activity	3
KINES 3154 Psychological Skills for Sport Participants	3
UNIFI/General Education or University Electives	4
Hours	16
Senior	
Fall	
KINES 3156 Fitness Assessment and Exercise Prescription	3
KINES 3151 Biomechanics	3
KINES 3157 Sports Nutrition	3
UNIFI/General Education or University Electives	6
Hours	15
Spring	
KINES 3155/5155 Exercise Physiology: Applications for Health and Human Performance	3
KINES 3197	3
Exercise Science Elective	3
UNIFI/General Education or University Electives	3
Hours	12
Total Hours	120

Kinesiology: Pre-Athletic Training, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
UNIFI/General Education or University Electives		15
Hours		15
Spring		
UNIFI/General Education or University Electives		15
Hours		15

Sophomore

Fall		
KINES 2053 Physical Activity and Nutrition		3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
KINES 2050 Anatomy and Physiology of Human Movement		3
UNIFI/General Education or University Electives		12
Hours		15
Junior		
Fall		
AT 1018 Prevention and Care of Athletic Injuries		2
KINES 2056 Motor Learning and Development		3
AT 3020 Clinical & Gross Human Anatomy		3
AT 1010 Introduction to Athletic Training & Clinical Healthcare		3
AT 2000 Clinical Healthcare Experience		1
UNIFI/General Education or University Electives		4
Hours		16
Spring		
KINES 3153 Exercise Physiology		3
KINES 3121 Sociology and Psychology of Physical Activity		3
KINES 3154 Psychological Skills for Sport Participants		3
AT 2000 Clinical Healthcare Experience		1
UNIFI/General Education or University Electives		6
Hours		16
Senior		
Fall		
KINES 3156 Fitness Assessment and Exercise Prescription		3
KINES 3151 Biomechanics		3
KINES 3157 Sports Nutrition		3
AT 2000 Clinical Healthcare Experience		1
UNIFI/General Education or University Electives		6
Hours		16
Spring		
AT 3040 Foundations of Orthopedic Injury Assessment & Pathology I		3
AT 4070 Foundations of Therapeutic Interventions & Rehabilitation		3
UNIFI/General Education or University Electives		6
Hours		12
Total Hours		120

Kinesiology: Pre-Health, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester

schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
UNIFI/General Education or University Electives		15
Hours		15
Spring		
UNIFI/General Education or University Electives		15
Hours		15
Sophomore		
Fall		
KINES 2053	Physical Activity and Nutrition	3
UNIFI/General Education or University Electives		13
Hours		16
Spring		
KINES 2050	Anatomy and Physiology of Human Movement	3
UNIFI/General Education or University Electives		12
Hours		15
Junior		
Fall		
AT 1018	Prevention and Care of Athletic Injuries	2
KINES 2056	Motor Learning and Development	3
Pre-Health Elective		3
UNIFI/General Education or University Electives		8
Hours		16
Spring		
KINES 3153	Exercise Physiology	3
KINES 3163	Career and Professional Development	3
KINES 3121	Sociology and Psychology of Physical Activity	3
KINES 3154	Psychological Skills for Sport Participants	3
UNIFI/General Education or University Electives		4
Hours		16
Senior		
Fall		
KINES 3156	Fitness Assessment and Exercise Prescription	3
KINES 3151	Biomechanics	3
KINES 3157	Sports Nutrition	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
KINES 3155/5155	Exercise Physiology: Applications for Health and Human Performance	3
KINES 3197		3
Pre-Health Elective		3
UNIFI/General Education or University Electives		3
Hours		12
Total Hours		120

Learning Outcomes

Kinesiology, B.A.

Outcome 1 - Program content Knowledge and Skills: Students can describe and apply concepts and principles of human movement.

Outcome 2 - Communication: Students can demonstrate effective verbal and written communication, as appropriate to Exercise Science.

Outcome 3 - Critical Thinking: Students can critically analyze and apply theory and human movement concepts to professional experiences.

Bachelor of Liberal Studies, B.L.S.

Bachelor of Liberal Studies Major

The Bachelor of Liberal Studies (B.L.S.) program is offered by the three Iowa Regents' Universities: University of Northern Iowa, Iowa State University, and the University of Iowa. The purpose of the B.L.S. is to offer educational opportunities to those students who are unable to attend college as full-time, on-campus students. Students often use self-paced and other distance learning opportunities to earn credit. **This major may not be declared with any other major.**

Program Distribution Requirements

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

1. Humanities
2. Communications and Arts
3. Natural Sciences and Mathematics
4. Social Sciences
5. Professional fields (such as business, applied human sciences, social work, and education)

Information and details regarding admission to the B.L.S. program, evaluation of prior academic work, program advising, and declaration of major may be obtained from:

Online and Distance Education
HPC 106

Students may also call the B.L.S. advisor at 1-800-772-1746 or 319-273-2504.

Students are also encouraged to visit the B.L.S. website online.uni.edu/bls.

Admission to the Program

Each student entering the program must have earned:

Undergraduate Majors, Minors, and Certificates

1. an Associate of Arts degree from an accredited, two-year college, or at least 24 semester hours of college credit acceptable toward graduation at UNI;
2. a minimum 2.00 grade point average.

Total Credit Requirements

A total of at least 120 semester hours of credit, including transferable credit earned, is required for graduation. The total must fulfill the following specifications:

1. 45 semester hours of credit earned at four-year colleges in courses defined as upper-level at the colleges in which courses are taken. At the University of Northern Iowa, upper-level courses are those numbered 3000/4000-level and above;
2. at least 30 hours of credit earned in the junior and/or senior years in courses at UNI. This total may include nonresidence credit.

Learning Outcomes

Bachelor of Liberal Studies, B.L.S.

Four essential student learning outcomes have been identified for the Bachelor of Liberal Studies and General Studies majors.

- effective written communication;
- critical thinking;
- information literacy and
- integrative learning.

These student outcomes are expressly meant to prepare GS and BLS students for success in a rapidly changing, globally competitive and culturally diverse world and to lead productive and responsible lives. The details of each outcome are defined as follows:

Learning Outcome #1: Effective written communication – written communication is the development and expression of ideas in writing. For written communication to be effective, one must possess the ability to use written language in a precise and user-friendly way in order to clearly express oneself to the intended audience. Students will achieve this goal by:

- Composing and presenting effective written messages with a variety of audiences using appropriate academic discourse and technologies.
- Scoring a 4, 3, or 2 for all components within the AAC&U Written Communication VALUE Rubric for artifacts submitted to demonstrate written communication.

Learning Outcome #2: Critical thinking – critical thinking is the comprehensive exploration of issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion. To exercise critical thinking, one must possess the ability to engage in reflective and independent thinking and understand the logical connection between ideas. Students will achieve this goal by:

- Clearly identifying an issue or problem and carefully analyzing it using relevant sources of information in order to formulate logical conclusions.
- Scoring a 4, 3, or 2 for all components within the AAC&U Critical Thinking VALUE Rubric for artifacts submitted to demonstrate critical thinking.

Learning Outcome #3: Information literacy – information literacy is the ability to know when information is needed. To be an information literate person, one must be able to identify, locate, evaluate and effectively use sources of information for an issue or problem at hand. Students will achieve this goal by:

- Determining the extent of information needed, accessing information using well designed strategies and evaluating it critically through ethical and legal means.
- Scoring a 4, 3, or 2 for all components within the Information Literacy Rubric (adopted from the AAC&U Information Literacy VALUE Rubric, the ACRL Information Literacy Framework and the PALNI consortium information literacy learning objectives) for artifacts submitted to demonstrate information literacy.

Learning Outcome #4: Integrative Learning – integrative learning is the ability to make connections across disciplines. To effectively use integrative learning, one must be able to make connections among ideas and experiences and transfer learning to new situations. Students will achieve this goal by:

- Connecting relevant experience and academic knowledge across disciplines and applying them to new situations.
- Scoring a 4, 3, or 2 for all components within the AAC&U Integrative Learning Rubric for artifacts submitted to demonstrate integrative learning.

Management B.A.

Management Major

The B.A. Management major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required business core

Business Administration, Interdepartmental:		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
BUSINESS 2000	Business Professionals in Training	0
Accounting:		
ACCT 2120	Principles of Financial Accounting	3
ACCT 2130	Principles of Managerial Accounting	3
Marketing:		
MKTG 2110	Principles of Marketing	3
Management:		
MGMT 2080	Introduction to Information Systems	3
MGMT 3100	Legal and Social Environment of Business	3
or ACCT 3075	Legal and Ethical Concepts for Accountants	
MGMT 3154	Operations Management	3
MGMT 3965/5965	Organizational Behavior	3
MGMT 4175	Strategic Management *	3
Finance:		

FIN 3130	Corporate Finance	3
Economics:		
ECON 1011	Statistics for Business Analytics	3
ECON 2090	Decision Analytics	3
ECON 1041	Principles of Macroeconomics	3
ECON 1051	Principles of Microeconomics	3
Mathematics:		
STAT 1772	Introduction to Statistical Methods	3
Emphasis requirements (choose one area of emphasis)		18
Total Hours		60

* The rest of the business core must be completed before MGMT 4175 is taken.

Emphases

Business Administration

Required

MGMT 3163	Creative Problem Solving	3
MGMT 3189/5189	International Management	3

Choose three electives: 9

Management:

MGMT 3101	Business Law
MGMT 2113	Business Communication
MGMT 3114/5114	Family Business Management
MGMT 3145	Information Systems Applications
MGMT 3155	Human Resource Management
MGMT 3185	Project Management
MGMT 3166	Six Sigma and Lean Consulting Methodology
MGMT 3905/5905	Employment and Labor Law
MGMT 3966/5966	Staffing and Employee Development
MGMT 3974/5974	Ethics, Responsible AI, and Business
MGMT 3984/5984	Dynamics of Negotiations

Marketing and Entrepreneurship:

ENTR 3583/5583	Entrepreneurship

Choose one other elective: 3

Upper-level (3000/4000-level or ECON 2132 or MGMT 2113) course from Accounting, Economics, Finance, Marketing & Entrepreneurship (exceptions listed below) OR another 3-hour Management elective from above.

Exceptions (the following are NOT approved elective options):

ACCT 3055	VITA: Individual Income Tax Preparation
ACCT 3090	Internship -- Accounting
ACCT 3092/5092	Special Problems -- Accounting
ACCT 3094	Individual Readings

ACCT 3179	Cooperative Education in Accounting
ACCT 4080/5080	CPA Professional Pathway - Financial Accounting and Auditing Prep
ACCT 4084/5084	CPA Professional Pathway - Discipline Specialty Prep
ECON 3179	Cooperative Education in Economics
ECON 4380/5380	Directed Research in Economics
FIN 3080	Special Problems
FIN 3179	Cooperative Education in Finance
MKTG 3179	Cooperative Education in Marketing
MKTG 4198	Independent Study
MKTG 4595	Internship-Marketing

Organizational Leadership

Required:

Management:

MGMT 3155	Human Resource Management	3
MGMT 3183	Leadership Skills	3
MGMT 3974/5974	Ethics, Responsible AI, and Business	3
MGMT 3984/5984	Dynamics of Negotiations	3

Plus 6 hours to be selected from the following courses: 6

MGMT 3101	Business Law
MGMT 3163	Creative Problem Solving
MGMT 3185	Project Management
MGMT 3189/5189	International Management

Marketing and Entrepreneurship

ENTR 3583/5583	Entrepreneurship

Note: Management majors are allowed to double major with either Supply Chain Management, Business Analytics, or Management Information Systems with five additional classes (i.e., only one class is allowed to double count for both majors). Management majors with an Organizational Leadership track are allowed to double with Human Resource Management by taking five additional classes (i.e., only one class is allowed to double count for both majors), including ENTR 3583/5583. Management: Business Administration emphasis is excluded from this option.

Four-Year Plan

Management: Business Administration, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Undergraduate Majors, Minors, and Certificates

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3
ENGLISH 1005	College Writing and Research	3
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ECON 1011	Statistics for Business Analytics	3
ECON 1051	Principles of Microeconomics	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
BUSINESS 2000	Business Professionals in Training	0
ACCT 2120	Principles of Financial Accounting	3
MGMT 2080	Introduction to Information Systems	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ACCT 2130	Principles of Managerial Accounting	3
ECON 2090	Decision Analytics	3
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
MGMT 3100	Legal and Social Environment of Business	3
MGMT 3965/5965	Organizational Behavior	3
MGMT 3154	Operations Management	3
MKTG 2110	Principles of Marketing	3
UNIFI/General Education or University Electives		3
Hours		15
Spring		
FIN 3130	Corporate Finance	3
MGMT 3189/5189	International Management	3
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
MGMT 3163	Creative Problem Solving	3
Business Administration Electives		6
UNIFI/General Education or University Electives		6
Hours		15
Spring		
MGMT 4175	Strategic Management	3
Business Administration Electives		6
UNIFI/General Education or University Electives		6
Hours		15
Total Hours		120

Management: Organizational Leadership, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3
ENGLISH 1005	College Writing and Research	3
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ECON 1011	Statistics for Business Analytics	3
ECON 1051	Principles of Microeconomics	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
BUSINESS 2000	Business Professionals in Training	0
ACCT 2120	Principles of Financial Accounting	3
MGMT 2080	Introduction to Information Systems	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ACCT 2130	Principles of Managerial Accounting	3
ECON 2090	Decision Analytics	3
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
MKTG 2110	Principles of Marketing	3
MGMT 3100	Legal and Social Environment of Business	3
MGMT 3965/5965	Organizational Behavior	3
MGMT 3154	Operations Management	3
UNIFI/General Education or University Electives		3
Hours		15
Spring		
FIN 3130	Corporate Finance	3
MGMT 3155	Human Resource Management	3
Organizational Leadership Elective		3
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
MGMT 3974/5974	Ethics, Responsible AI, and Business	3

MGMT 3984/5984	Dynamics of Negotiations	3
Organizational Leadership Elective		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
MGMT 3183	Leadership Skills	3
MGMT 4175	Strategic Management	3
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

Learning Outcomes

Management, B.A.

Objective 1: Learners will demonstrate disciplinary content knowledge.

- **Outcome 1.1.** Learners will demonstrate broad knowledge of the business disciplines.
- **Outcome 1.2.** Learners will apply planning and organizational activities that promote organizational effectiveness.
- **Outcome 1.3.** Learners will apply foundational knowledge for the development of leadership, teamwork, and communication skills.

Objective 2: Learners will display analytical skills to aid in business decision-making.

- **Outcome 2.1.** Learners will display a broad set of quantitative skills.
- **Outcome 2.2.** Learners will display appropriate use of relevant technology/software.
- **Outcome 2.3.** Learners will use inductive/deductive reasoning to interpret quantitative data to reach appropriate conclusions accurately.

Objective 3: Learners will display strong communication skills.

- **Outcome 3.1.** Learners will clearly, politely request information or assistance (i.e., prepare an email to request a testing accommodation).
- **Outcome 3.2.** Learners will justify or explain a position or claim (i.e., orally defend a decision about a short case/situation).

Objective 4: Learners will be able to apply critical thinking skills.

- **Outcome 4.1.** Learners will apply critical thinking skills to solve complex people problems at work.

Objective 5: Learners will be able to identify and ready to exhibit strong work values in contemporary organizations.

- **Outcome 5.1.** Learners will identify ethical components in business situations.
- **Outcome 5.2.** Learners will display strong work values associated with professionalism, collaborative work, and DEI.

Policies

Note: A copy of the Wilson College Policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>.

Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Management, MIS, Business Analytics, Human Resource Management, and Supply Chain Management majors may declare a double major and/or major and minor within the Wilson College of Business, subject to regulations imposed by those Wilson College of Business departments affected. Management majors may not major in Human Resource Management or minor in Organizational Leadership. No more than one emphasis area may be declared in Management.

All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). A student must earn a 2.20 cumulative grade point average at UNI; and earn an overall 2.20 grade point average in business designated courses taken at UNI.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These exceptions include major combinations which allow two double-counted courses:

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Management Department may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or a second Wilson College of Business major is based on competitive GPA and space availability.

Management Information Systems B.A.

Management Information Systems Major

The B.A. Management Information Systems major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required business core

Business Administration, Interdepartmental:		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
BUSINESS 2000	Business Professionals in Training	0

Accounting:

Undergraduate Majors, Minors, and Certificates

ACCT 2120	Principles of Financial Accounting	3
ACCT 2130	Principles of Managerial Accounting	3
Marketing:		
MKTG 2110	Principles of Marketing	3
Management:		
MGMT 2080	Introduction to Information Systems	3
MGMT 3100	Legal and Social Environment of Business	3
or ACCT 3075	Legal and Ethical Concepts for Accountants	
MGMT 3154	Operations Management	3
MGMT 3965/5965	Organizational Behavior	3
MGMT 4175	Strategic Management *	3
Finance:		
FIN 3130	Corporate Finance	3
Economics:		
ECON 1011	Statistics for Business Analytics	3
ECON 2090	Decision Analytics	3
ECON 1041	Principles of Macroeconomics	3
ECON 1051	Principles of Microeconomics	3
Mathematics:		
STAT 1772	Introduction to Statistical Methods	3
Required courses		
Management:		
MGMT 2032	Introduction to Programming for Business	3
MGMT 2034	Business Application Development	3
MGMT 3112	Systems Analysis and Design	3
MGMT 3120	Database Management and Theory	3
MGMT 3125	Information Systems Development Projects	3
MGMT 3140	Information Systems Management	3
Total Hours		60

* The rest of the business core must be completed before MGMT 4175 is taken.

Four-Year Plan

Management Information Systems, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3
STAT 1772	Introduction to Statistical Methods	3
ENGLISH 1005	College Writing and Research	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ECON 1051	Principles of Microeconomics	3
ECON 1011	Statistics for Business Analytics	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
BUSINESS 2000	Business Professionals in Training	0
ACCT 2120	Principles of Financial Accounting	3
MGMT 2080	Introduction to Information Systems	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ACCT 2130	Principles of Managerial Accounting	3
ECON 2090	Decision Analytics	3
MKTG 2110	Principles of Marketing	3
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
MGMT 2032	Introduction to Programming for Business	3
MGMT 3100	Legal and Social Environment of Business	3
MGMT 3965/5965	Organizational Behavior	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
FIN 3130	Corporate Finance	3
MGMT 2034	Business Application Development	3
MGMT 3112	Systems Analysis and Design	3
MGMT 3154	Operations Management	3
UNIFI/General Education or University Electives		3
Hours		15
Senior		
Fall		
MGMT 3120	Database Management and Theory	3
MGMT 3140	Information Systems Management	3
UNIFI/General Education or University Electives		9
Hours		15

Spring

MGMT 3125	Information Systems Development Projects	3
MGMT 4175	Strategic Management	3
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

Learning Outcomes

Management Information Systems, B.A.

Objective 1: Learners will demonstrate disciplinary content knowledge.

- **Outcome 1.1.** Learners will demonstrate broad knowledge of the business disciplines.
- **Outcome 1.2.** Learners will plan and design interactive programs using pseudocode or flow charts using input, process, and output methodology.
- **Outcome 1.3.** Learners will define and use variables and different data types (such as string, float, and integers) for program data storage.
- **Outcome 1.4.** Learners will describe and implement decision structures and repetitive structures.
- **Outcome 1.5.** Learners will create database objects and write simple and complex SQL queries for a relational database.
- **Outcome 1.6.** Learners will describe and implement tools and methods used in the development of information systems.

Objective 2: Learners will display analytical skills to aid in business decision-making.

- **Outcome 2.1.** Learners will display a broad set of quantitative skills.
- **Outcome 2.2.** Learners will display appropriate use of relevant technology/software.

Objective 3: Learners will display strong communication skills.

- **Outcome 3.1.** Learners will use tools for creating visualizations based on different methodologies; interpret and communicate the essential aspects of data analysis.

Objective 4: Learners will be able to apply critical thinking skills.

- **Outcome 4.1.** Learners can resolve syntax, run-time, and logic errors.

Objective 5: Learners will be able to identify and ready to exhibit strong work values in contemporary organizations.

- **Outcome 5.1.** Learners will identify ethical components in business situations.
- **Outcome 5.2.** Learners will display strong work values associated with professionalism, collaborative work, and DEI.

Policies

Note: A copy of the Wilson College Policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>.

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All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). A student must earn a 2.20 cumulative grade point average at UNI; and earn an overall 2.20 grade point average in business designated courses taken at UNI.

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- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Management Department may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or a second Wilson College of Business major is based on competitive GPA and space availability.

Managing Business and Organizations B.A.S.

Managing Business and Organizations Major

The B.A.S. major in Managing Business and Organizations is under the supervision and jurisdiction of Online Education and Individual Studies.

Economics:

ECON 1031	Introduction to Business Economics (or equivalent - requires departmental approval; will satisfy the UNIFI/General Education Quantitative Reasoning category)	0-3

Undergraduate Majors, Minors, and Certificates

Business Administration:

BUSINESS 3025	Business Analysis Techniques	3
BUSINESS 3030	Accounting Concepts	3
BUSINESS 3035	Information Systems for Professionals	3
BUSINESS 3050	The Art of Managing People at Work	3
BUSINESS 3060	Law, Society, and Business	3
BUSINESS 3065	Entrepreneurship and Opportunity	3
BUSINESS 3070	Topics: Effective Business Practices (6 hours required, repeat on different topic)	6
BUSINESS 4040	Applied Business Finance	3
BUSINESS 4045	Practical Marketing for Organizations	3
Total Hours		30-33

Suggested Sequence

Term 1		
UNIFI/General Education Written Communication category		3
UNIFI/General Education Quantitative Reasoning category (ECON 1031 is the recommended course to satisfy both the UNIFI/General Education category		3
Term 2		
UNIFI/General Education Human Condition - Domestic category		3
BUSINESS 3025	Business Analysis Techniques	3
Term 3		
UNIFI/General Education Oral Communication category		3
BUSINESS 3030	Accounting Concepts	3
Term 4		
ENGLISH 3186 Studies in Technical Communication		3
BUSINESS 3035	Information Systems for Professionals	3
Term 5		
UNIFI/General Education Human Condition - Global category		3
BUSINESS 3050	The Art of Managing People at Work	3
Term 6		
COMM 3155	Professional and Public Communication	3
BUSINESS 3060	Law, Society, and Business	3
Term 7		
UNIFI/General Education Scientific Reasoning category		3
BUSINESS 3065	Entrepreneurship and Opportunity	3
Term 8		
UNIFI/General Education Human Expression category		3
BUSINESS 3070	Topics: Effective Business Practices	3

Term 9		
UNIFI/General Education Responsibility category		3
BUSINESS 4040	Applied Business Finance	3
Term 10		
BUSINESS 4045	Practical Marketing for Organizations	3
BUSINESS 3070	Topics: Effective Business Practices	3

B.A.S. Degree Requirements

The purpose of the Bachelor of Applied Science (B.A.S.) degree is to offer educational opportunities to those students who have completed an A.A.S degree and are now seeking to complete a four-year degree.

These students are often place-bound and need to take online classes while remaining a full-time employee.

Admission to the Program

Each student entering the program must have earned:

- an Associate of Applied Science (A.A.S.) degree from an accredited institution; and
- a minimum 2.00 grade point average; and
- two years of relevant work experience.

Total Credit Requirements

A total of at least 120 semester hours of credit, including applicable transferable credit earned, is required for graduation. The total must fulfill the following specifications:

1. 24 hours of UNIFI/General Education classes, as outlined below, of which 9 hours can be transferred in as the Written Communication, Oral Communication, and Quantitative Reasoning UNIFI categories;
2. 6 hours of Professional Communication, as outlined below;
3. 21-30 hours of Major coursework, from one of the majors listed below;
4. 0-19 hours of elective credit, for a total of 60 semester hours of credit taken at the University of Northern Iowa.

UNIFI/General Education Requirements for B.A.S. Degree

Students must meet the following undergraduate UNIFI/General Education requirements as specified below.

Summary:

Written Communication *	3
Oral Communication *	3
Quantitative Reasoning *	3

*BAS Students are permitted to transfer in courses equivalent to the Written Communication, Oral Communication, and Quantitative Reasoning UNIFI categories. No other classes can be applied to fulfill the UNIFI portion of the BAS degree.

Human Condition - Global	3
Human Condition - Domestic	3
Scientific Reasoning (lab not required)	3
Human Expression	3

Responsibility	3
Total Hours	24

Professional Communication Required Courses for B.A.S. Degree

Required:

COMM 3155	Professional and Public Communication	3
ENGLISH 3770	Technical Writing in Applied Sciences	3
Total Hours		6

Manufacturing Engineering Technology B.S.

Manufacturing Engineering Technology Major

The B.S. Manufacturing Engineering Technology major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

The Manufacturing Engineering Technology Program is accredited by the Engineering Technology Accreditation Commission of ABET, www.abet.org.

ALEKS score of 61 is required for the math, chemistry and physics classes in the program.

Math and Science:

MATH 1420	Calculus I	4
CHEM 1020	Chemical Technology	4
or CHEM 1110	General Chemistry I	
PHYSICS 1511	General Physics I [^]	4
or PHYSICS 1701	Physics I for Science and Engineering	

Computer Science:

CS 1510	Introduction to Computing	3-4
or CS 1160	C/C++ Programming	

Required Core:

ENGLISH 1005	College Writing and Research	3
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3
ENGR 1000	Introduction to Engineering & Professional Practice	3
TECH 1008	Basic Manufacturing Processes	3
TECH 1010	Fundamentals of Metal Removal	3
TECH 1024	Engineering Design with CAD	3
PHIL 1560	Science, Technology, and Ethics (STE)	3
TECH 2024	Technical Drawing with GD&T	3
TECH 2036	Power Technology	3
TECH 2065	Industrial Robotics	3
TECH 2072	Engineering Materials	3

TECH 3113	Manufacturing Tooling	3
ENGR 2080	Statics	2
ENGR 2180	Strength of Materials	2
TECH 3136	Principles of Metal Casting	3
TECH 3142	Statistical Quality Control	3
TECH 3143	Managing Operations and Manufacturing Systems	3
TECH 3147	Computer Aided Manufacturing	3
TECH 3177	Advanced Manufacturing Processes	3
TECH 4137	Tooling Practices in Metal Casting	3
TECH 4162	Hydraulics & Pneumatics	3
ENGR 4500	Senior Design [@]	3
Recommended Electives		
TECH 3179 Cooperative Education		
TECH 3131/5131	Technical Project Management	
Total Hours		79-80

[^] Has prerequisite of satisfactory score on ALEKS exam or subsequent remediation.

[@]ENGR 4500 meets the Bachelor of Science undergraduate research course requirement.

Four-Year Plan

Manufacturing Engineering Technology, B.S.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
UNIFI/General Education or University Electives		3
PHYSICS 1511	General Physics I	4
ENGR 1000	Introduction to Engineering & Professional Practice	3
TECH 1008	Basic Manufacturing Processes	3
TECH 1024	Engineering Design with CAD	3
Hours		16
Spring		
UNIFI/General Education or University Electives		3
MATH 1420	Calculus I	4
TECH 1010	Fundamentals of Metal Removal	3
TECH 2024	Technical Drawing with GD&T	3
CS 1160	C/C++ Programming	3
Hours		16
Sophomore		
Fall		
UNIFI/General Education or University Electives		6

Undergraduate Majors, Minors, and Certificates

CHEM 1020	Chemical Technology	4
TECH 2065	Industrial Robotics	3
ENGR 2080	Statics	2
Hours		15
Spring		
UNIFI/General Education or University Electives		6
TECH 2036	Power Technology	3
TECH 2072	Engineering Materials	3
ENGR 2180	Strength of Materials	2
Hours		14
Junior		
Fall		
PHIL 1560	Science, Technology, and Ethics (STE)	3
TECH 3136	Principles of Metal Casting	3
TECH 3142	Statistical Quality Control	3
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3
UNIFI/General Education or University Electives		3
Hours		15
Spring		
UNIFI/General Education or University Electives		6
TECH 3113	Manufacturing Tooling	3
TECH 3143	Managing Operations and Manufacturing Systems	3
TECH 3147	Computer Aided Manufacturing	3
Hours		15
Senior		
Fall		
UNIFI/General Education or University Electives		9
TECH 3177	Advanced Manufacturing Processes	3
TECH 4162	Hydraulics & Pneumatics	3
Hours		15
Spring		
UNIFI/General Education or University Electives		8
TECH 4137	Tooling Practices in Metal Casting	3
ENGR 4500	Senior Design	3
Hours		14
Total Hours		120

Learning Outcomes

Manufacturing Engineering Technology, B.S.

Program Educational Objectives (PEOs):

- Deploy Manufacturing Engineering solutions through the application of technology with an understanding of the ethical, technical, and sustainability effects.
- Apply process knowledge, critical thinking, and problem-solving skills in a collaborative and innovative environment.
- Continually evolve core competencies and abilities to discover emerging technologies through engaging in continuous learning and professional development.
- Exercise effective communication and teamwork skills in diverse environments, employing high ethical and professional standards.

Student Learning Outcomes (SLOs):

- Interpret data to optimize Manufacturing processes.
- Effectively apply communication tools to present Manufacturing solutions
- Collaboratively develop Manufacturing solutions in a team environment
- Use analytical techniques to provide Manufacturing solutions.
- Develop Manufacturing solutions that meet requirements

Marketing B.A.

Marketing Major

The B.A. Marketing major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required business core

Business Administration, Interdepartmental:		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
BUSINESS 2000	Business Professionals in Training	0
Accounting:		
ACCT 2120	Principles of Financial Accounting	3
ACCT 2130	Principles of Managerial Accounting	3
Marketing:		
MKTG 2110	Principles of Marketing	3
Management:		
MGMT 2080	Introduction to Information Systems	3
MGMT 3100	Legal and Social Environment of Business	3
or ACCT 3075	Legal and Ethical Concepts for Accountants	
MGMT 3154	Operations Management	3
MGMT 3965/5965	Organizational Behavior	3
MGMT 4175	Strategic Management	3
Finance:		
FIN 3130	Corporate Finance	3
Economics:		
ECON 1011	Statistics for Business Analytics	3
ECON 2090	Decision Analytics	3
ECON 1041	Principles of Macroeconomics	3
ECON 1051	Principles of Microeconomics	3
Mathematics:		
STAT 1772	Introduction to Statistical Methods	3
Required		
Marketing:		
MKTG 3113/5113	Consumer Behavior	3
MKTG 3116/5116	Marketing Analytics	3
MKTG 4170/5170	Marketing Strategy	3

Marketing emphasis area (select one emphasis area below) **9**

Total Hours **60**

Emphases

Advertising and Digital Media

Required:

MKTG 3143 Advertising and Promotion 3

MKTG 3146/5146 Digital Advertising 3

Marketing elective - select one course from the following: 3

MKTG 3148/5148 Digital Customer Experience

ENTR 3583/5583 Entrepreneurship

MKTG 4150 Advertising Campaign Development

MKTG 4595 Internship-Marketing

Sales Management

Required:

MKTG 3153 Professional Selling 3

MKTG 3154 Sales Management 3

Marketing elective - select one course from the following: 3

MKTG 3114/5114 Family Business Management

MKTG 3155 Business to Business Marketing

MKTG 3156 Services Marketing

MKTG 3166 Retail Management

MKTG 3595 Value Based Pricing

MKTG 4595 Internship-Marketing

ENTR 3583/5583 Entrepreneurship

Marketing Management

Required:

MKTG 3155 Business to Business Marketing 3

MKTG 3173 Product Management 3

Marketing elective - select one course from the following: 3

MKTG 3114/5114 Family Business Management

MKTG 3156 Services Marketing

MKTG 3163 Distribution and Logistics

MKTG 3166 Retail Management

MKTG 3176/5176 Global Marketing

MKTG 3178/5178 Global Trade Practices

MKTG 3595 Value Based Pricing

MKTG 4595 Internship-Marketing

ENTR 3586/5586 Entrepreneurial Strategy

Four-Year Plan

Marketing: Advertising and Digital Media, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester

schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3
STAT 1772	Introduction to Statistical Methods (also satisfies UNIFI Quantitative Reasoning)	3
ENGLISH 1005	College Writing and Research	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ECON 1011	Statistics for Business Analytics	3
ECON 1051	Principles of Microeconomics	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
BUSINESS 2000	Business Professionals in Training	0
ACCT 2120	Principles of Financial Accounting	3
MGMT 2080	Introduction to Information Systems	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ACCT 2130	Principles of Managerial Accounting	3
MKTG 2110	Principles of Marketing	3
ECON 2090	Decision Analytics	3
UNIFI/General Education or University Electives		7
Hours		16
Junior		
Fall		
MGMT 3100	Legal and Social Environment of Business	3
MGMT 3965/5965	Organizational Behavior	3
MKTG 3113/5113	Consumer Behavior	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
MGMT 3154	Operations Management	3
MKTG 3116/5116	Marketing Analytics	3
MKTG 3143	Advertising and Promotion (or MKTG 3146 Digital Advertising)	3
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
MKTG 3xxx Marketing Elective		3
FIN 3130	Corporate Finance	3
UNIFI/General Education or University Electives		8
Hours		14

Undergraduate Majors, Minors, and Certificates

Spring

MKTG 3146/5146	Digital Advertising (or MKTG 3143 Advertising and Promotion)	3
MGMT 4175	Strategic Management	3
MKTG 4170/5170	Marketing Strategy	3
UNIFI/General Education or University Electives		6
Hours		15
Total Hours		120

Marketing: Sales Management, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3
STAT 1772	Introduction to Statistical Methods (also satisfies UNIFI Quantitative Reasoning)	3
ENGLISH 1005	College Writing and Research	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ECON 1011	Statistics for Business Analytics	3
ECON 1051	Principles of Microeconomics	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
BUSINESS 2000	Business Professionals in Training	0
ACCT 2120	Principles of Financial Accounting	3
MGMT 2080	Introduction to Information Systems	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ACCT 2130	Principles of Managerial Accounting	3
MKTG 2110	Principles of Marketing	3
ECON 2090	Decision Analytics	3
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
MGMT 3100	Legal and Social Environment of Business	3
MGMT 3965/5965	Organizational Behavior	3
MKTG 3113/5113	Consumer Behavior	3

UNIFI/General Education or University Electives	6
Hours	15

Spring

MGMT 3154	Operations Management	3
MKTG 3116/5116	Marketing Analytics	3
MKTG 3153	Professional Selling	3
UNIFI/General Education or University Electives		6
Hours		15

Senior

Fall

FIN 3130	Corporate Finance	3
MKTG 3xxx Marketing Elective		3
UNIFI/General Education or University Electives		9
Hours		15

Spring

MKTG 3154	Sales Management	3
MKTG 4170/5170	Marketing Strategy	3
MGMT 4175	Strategic Management	3
UNIFI/General Education or University Electives		6
Hours		15
Total Hours		120

Marketing: Marketing Management, B. A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3
STAT 1772	Introduction to Statistical Methods (also satisfies UNIFI Quantitative Reasoning)	3
ENGLISH 1005	College Writing and Research	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ECON 1011	Statistics for Business Analytics	3
ECON 1051	Principles of Microeconomics	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
BUSINESS 2000	Business Professionals in Training	0
ACCT 2120	Principles of Financial Accounting	3
MGMT 2080	Introduction to Information Systems	3
UNIFI/General Education or University Electives		9
Hours		15

Spring		
ACCT 2130	Principles of Managerial Accounting	3
MKTG 2110	Principles of Marketing	3
ECON 2090	Decision Analytics	3
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
MGMT 3100	Legal and Social Environment of Business	3
MGMT 3965/5965	Organizational Behavior	3
MKTG 3113/5113	Consumer Behavior	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
MGMT 3154	Operations Management	3
MKTG 3116/5116	Marketing Analytics	3
MKTG 3155	Business to Business Marketing	3
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
FIN 3130	Corporate Finance	3
MKTG 3173	Product Management	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
MKTG 4170/5170	Marketing Strategy	3
MGMT 4175	Strategic Management	3
MKTG 3xxx Marketing Elective		3
UNIFI/General Education or University Electives		6
Hours		15
Total Hours		120

Learning Outcomes

Marketing, B.A.

Objective 1: Students will demonstrate disciplinary content knowledge

- **1.1** Learners will demonstrate broad knowledge of the business disciplines
- **1.2** Learners will demonstrate depth of knowledge in Marketing
 - **1.2.1** The rationale and interconnectedness among elements of a marketing strategy
 - **1.2.2** How to develop a coherent marketing mix
 - **1.2.3** Principles of analytics and marketing research
 - **1.2.4** Psychological, sociological, and cultural aspects of human behavior in a dynamic marketing environment

Objective 2: Students will display analytical skills to aid in business decision-making

- **2.1** Learners will display a broad set of quantitative skills
- **2.2** Learners will display appropriate use of relevant technology/software

Objective 3: Students will display strong communication skills

- **3.1.** Accurately summarize material, both orally and in writing
- **3.2.** Clearly, politely request information or assistance
- **3.3.** Justify or explain a position or claim
- **3.4.** Effectively participate in a meeting

Objective 4: Students will be able to apply critical thinking skills

- **4.1** Recognize a marketing and business decision context and constraints
- **4.2** Apply critical thinking skills to marketing challenges in a business environment

Objective 5: Learners will be able to identify and ready to exhibit strong work values in contemporary organizations

- **5.1** Learners will identify ethical components in business situations
- **5.2** Learners will display strong work values associated with professionalism, collaborative work, and DEI.

Policies

Note: A copy of the Wilson College policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>. Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Marketing majors *may* declare a double major, double minor, and/or major and minor within the Wilson College of Business, subject to the regulations imposed by those Wilson College of Business departments affected. Marketing majors minoring within the Wilson College of Business must select minors designated for business majors. Marketing majors may not declare more than one emphasis in Marketing. Wilson College of Business students cannot minor in Marketing.

All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). In addition, a minimum of nine graded hours must be earned in 3000/4000-level UNI Marketing courses. A student must earn a 2.20 cumulative grade point average at UNI; and earn an overall 2.20 grade point average in business-designated courses taken at UNI.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These exceptions include major combinations which allow two double-counted courses:

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

Undergraduate Majors, Minors, and Certificates

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Marketing and Entrepreneurship Department may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or a second Wilson College of Business major is based on competitive GPA and space availability.

Materials Science and Engineering B.S.

Materials Science and Engineering Major

The B.S. Materials Science and Engineering major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

The Materials Science and Engineering (MSE) major provides students with instruction and practical experience in the science and engineering of materials, with a focus on metals. In addition to gaining skills in engineering design and materials properties, students will learn to design materials using computation.

Admission Requirements:

To be admitted to the B.S. in Materials Science and Engineering program, students must satisfy UNI's admission requirements and be prepared to take Calculus I. Preparation for Calculus I can be demonstrated with a satisfactory ALEKS score or MATH 1140 Precalculus or equivalent. ALEKS score of 61 is required for the math, chemistry and physics classes in the program.

Math and Science:

CHEM 1110 & CHEM 1120 or CHEM 1130	General Chemistry I and General Chemistry II General Chemistry I-II	5-8
MATH 1420	Calculus I	4
MATH 1421	Calculus II	4
MATH 2422	Calculus III	4
PHYSICS 1701	Physics I for Science and Engineering	4
PHYSICS 1702	Physics II for Science and Engineering	4
PHYSICS 2700 or MATH 3425/5425	Mathematical Methods of Physics & Engineering Differential Equations	3
PHYSICS 4750/5750	Physics of Modern Materials	3
PHYSICS 4760/5760	Computational Materials Science	3
PHYSICS 4900/5900	Thermodynamics and Statistical Mechanics	4
CHEM/PHYSICS 4200	Nanoscience	3
STAT 3751	Probability and Statistics	3
Technology and Engineering:		

ENGR 1000	Introduction to Engineering & Professional Practice	3
ENGR 2080	Statics	2
ENGR 2089	Engineering Seminar: (Topic)	1
ENGR 2180	Strength of Materials	2
ENGLISH 1005	College Writing and Research	3
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3
PHIL 1560	Science, Technology, and Ethics (STE)	3
TECH 1024	Engineering Design with CAD	3
TECH 2072	Engineering Materials	3
TECH 3127	Applied Thermodynamics	3
TECH 3132/5132	Metallurgy and Phase Transformation	3
TECH 3136	Principles of Metal Casting	3
TECH 3192/5192	Non-Destructive Evaluation of Materials/Scanning Electron Microscopy	3
ENGR 4235/5235	Material Transformations & Modeling	3
ENGR 4500	Senior Design @	3
Technical Electives - 12 credits of course work approved by your academic advisor.		12
Total Hours		97-100

@ENGR 4500 meets the Bachelor of Science degree undergraduate research course requirement.

Four-Year Plan

Materials Science and Engineering, B.S.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
CHEM 1110	General Chemistry I	4
MATH 1420	Calculus I	4
PHYSICS 1701	Physics I for Science and Engineering	4
ENGR 1000	Introduction to Engineering & Professional Practice	3
Hours		15
Spring		
UNIFI/General Education or University Electives		2
CHEM 1120	General Chemistry II	4
MATH 1421	Calculus II	4
PHYSICS 1702	Physics II for Science and Engineering	4
Hours		14
Sophomore		
Fall		
UNIFI/General Education or University Electives		3

MATH 2422	Calculus III	4
TECH 1024	Engineering Design with CAD	3
ENGR 2080	Statics	2
ENGR 2089	Engineering Seminar: (Topic)	1
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3

Hours **16**

Spring

UNIFI/General Education or University Electives		3
TECH 2072	Engineering Materials	3
ENGR 2180	Strength of Materials	2
PHYSICS 2700	Mathematical Methods of Physics & Engineering	3
STAT 3751	Probability and Statistics	3
Technical Elective Course		3

Hours **17**

Junior

Fall

UNIFI/General Education or University Electives		6
TECH 3132/5132	Metallurgy and Phase Transformation	3
CHEM 4200/5200	Nanoscience	3
Technical Elective Course		3

Hours **15**

Spring

UNIFI/General Education or University Electives		3
TECH 3127	Applied Thermodynamics	3
TECH 3192/5192	Non-Destructive Evaluation of Materials/Scanning Electron Microscopy	3
PHYSICS 4760/5760	Computational Materials Science	3
PHYSICS 4900/5900	Thermodynamics and Statistical Mechanics	4

Hours **16**

Senior

Fall

PHIL 1560	Science, Technology, and Ethics (STE)	3
TECH 3136	Principles of Metal Casting	3
ENGR 4235/5235	Material Transformations & Modeling	3
PHYSICS 4750/5750	Physics of Modern Materials	3
Technical Elective Course		3

Hours **15**

Spring

UNIFI/General Education or University Electives		6
ENGR 4500	Senior Design	3
Technical Elective Course		3

Hours **12**

Total Hours **120**

- Prepare students to understand fundamental engineering principles with high-quality courses in mathematics, chemistry and physics.
- Provide rigorous courses in materials science and engineering that incorporate discussion of underlying physical and chemical principles, as well as applications relevant to current and future industries.
- Engage students in laboratory activities and project work to ensure that they obtain practical and direct experience with engineering design and practice.
- Enhance technical writing skills through detailed reports adhering to professional styles and standards.

Materials Science Engineering Technology B.S. Materials Science Engineering Technology Major

The B.S. Materials Science Engineering Technology major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

The Materials Science Engineering Technology (MSET) major provides students with instruction and practical experience in the science and engineering of materials, with a focus on metals. Significant lab work and a senior design project allow students to build and test their technical and communication skills and ensure that graduates are prepared for the workplace.

Admission Requirements:

To be admitted to the B.S. in Materials Science and Engineering program, students must satisfy UNI's admission requirements and be prepared to take calculus. Mathematical preparation can be demonstrated with a satisfactory ALEKS score or MATH 1140 Precalculus or equivalent. ALEKS score of 61 is required for the math, chemistry and physics classes in the program.

Math and Science:

CHEM 1110 & CHEM 1120 or CHEM 1130	General Chemistry I and General Chemistry II General Chemistry I-II	5-8
MATH 1420 or MATH 1150	Calculus I Calculus for Technology	4
PHYSICS 1511 or PHYSICS 1701	General Physics I ^ Physics I for Science and Engineering	4
PHYSICS 1512 or PHYSICS 1702	General Physics II Physics II for Science and Engineering	4
CHEM 2320	Chemical Analysis	3
CHEM 2330	Chemical Analysis Laboratory	2
Required Core:		
ENGLISH 1005	College Writing and Research	3
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3
PHIL 1560	Science, Technology, and Ethics (STE)	3

Learning Outcomes

Materials Science and Engineering, B.S.

Program goals:

- Provide an education in materials science & engineering consistent with the highest ABET (formerly Accreditation Board for Engineering and Technology) EAC (Engineering Accreditation Commission) accreditation standards.

Undergraduate Majors, Minors, and Certificates

ENGR 1000	Introduction to Engineering & Professional Practice	3
ENGR 2080	Statics	2
ENGR 2089	Engineering Seminar: (Topic)	1
ENGR 2180	Strength of Materials	2
TECH 1024	Engineering Design with CAD	3
TECH 2072	Engineering Materials	3
TECH 3127	Applied Thermodynamics	3
TECH 3136	Principles of Metal Casting	3
TECH 3142	Statistical Quality Control	3
TECH 3164	Programmable Logic Controllers (PLCs)	3
TECH 3192/5192	Non-Destructive Evaluation of Materials/Scanning Electron Microscopy	3
TECH 3196	Industrial Safety	3
ENGR 4500	Senior Design @	3
Technical Electives - 12 credits of course work approved by your academic advisor.		12
Total Hours		78-81

^ Has prerequisite of satisfactory score on ALEKS exam or subsequent remediation.

@ENGR 4500 meets the Bachelor of Science degree undergraduate research course requirement.

Four-Year Plan

Materials Science Engineering Technology, B.S.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
CHEM 1110	General Chemistry I	4
MATH 1420	Calculus I	4
PHYSICS 1701	Physics I for Science and Engineering	4
ENGR 1000	Introduction to Engineering & Professional Practice	3
Hours		15
Spring		
UNIFI/General Education or University Electives		6
CHEM 1120	General Chemistry II	4
PHYSICS 1702	Physics II for Science and Engineering	4
Hours		14
Sophomore		
Fall		
UNIFI/General Education or University Electives		3
CHEM 2320	Chemical Analysis	3
TECH 1024	Engineering Design with CAD	3

ENGR 2080	Statics	2
ENGR 2089	Engineering Seminar: (Topic)	1
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3
Hours		15
Spring		
PHIL 1560	Science, Technology, and Ethics (STE)	3
TECH 2072	Engineering Materials	3
CHEM 2330	Chemical Analysis Laboratory	2
ENGR 2180	Strength of Materials	2
Technical Elective Course		3
UNIFI/General Education or University Electives		3
Hours		16
Junior		
Fall		
UNIFI/General Education or University Electives		6
TECH 3142	Statistical Quality Control	3
TECH 3196	Industrial Safety	3
Technical Elective Course		3
Hours		15
Spring		
UNIFI/General Education or University Electives		6
TECH 3127	Applied Thermodynamics	3
TECH 3164	Programmable Logic Controllers (PLCs)	3
TECH 3192/5192	Non-Destructive Evaluation of Materials/Scanning Electron Microscopy	3
Hours		15
Senior		
Fall		
TECH 3136	Principles of Metal Casting	3
UNIFI/General Education or University Electives		9
Technical Elective Course		3
Hours		15
Spring		
ENGR 4500	Senior Design	3
UNIFI/General Education or University Electives		9
Technical Elective Course		3
Hours		15
Total Hours		120

Learning Outcomes

Materials Science Engineering Technology, B.S.

Program goals:

- Provide an education in materials science & engineering consistent with the highest ABET (formerly Accreditation Board for Engineering and Technology) EAC (Engineering Accreditation Commission) accreditation standards.
- Prepare students to understand fundamental engineering principles with high-quality courses in mathematics, chemistry and physics.
- Provide rigorous courses in materials science and engineering that incorporate discussion of underlying physical and chemical principles, as well as applications relevant to current and future industries.

- Engage students in laboratory activities and project work to ensure that they obtain practical and direct experience with engineering design and practice.
- Enhance technical writing skills through detailed reports adhering to professional styles and standards.

Mathematics B.A.

Mathematics Major

The B.A. Mathematics major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours. Students are encouraged to discuss Undergraduate Research (MATH 4990) with their advisor.

Common core:

MATH 1420	Calculus I *	4
MATH 1421	Calculus II	4
MATH 2422	Calculus III	4
MATH 2500	Linear Algebra for Applications	3
MATH 2900	Discrete and Argumentative Mathematics	3
STAT 1772	Introduction to Statistical Methods *	3
Seminar/Research:		1-3
MATH 4900	Senior Mathematics Seminar	
or MATH 4990	Undergraduate Research in Mathematics	
Choose emphasis below		21-22
Total Hours		43-46

Emphases

General Mathematics

Required:

Mathematics:		
MATH 4420/5420	Advanced Calculus I	3
MATH 4421/5421	Advanced Calculus II	3
MATH 4500/5500	Modern Algebra I	3
MATH 4501/5501	Modern Algebra II	3
Probability/Statistics:		3

Select one of the following:

STAT 3771/5771	Applied Statistical Methods for Research	
MATH/STAT 3752	Introduction to Probability	6

Electives: Choose 2 of the following. MATH/STAT 3752/5752 cannot be used if used for the Probability/Statistics requirement. Other junior/senior level mathematics courses may be substituted with approval of advisor and Department Head.

MATH 3410/5410	Dynamical Systems: Chaos Theory and Fractals	
MATH 3425/5425	Differential Equations	
MATH 3440/5440	Numerical Analysis *	
MATH 3530	Combinatorics	
MATH 3600	Euclidean Geometry	

MATH 3610/5610	Modern Geometries	
MATH 3630/5630	Differential Geometry	
MATH 3640/5640	History of Mathematics	
MATH/STAT 3752	Introduction to Probability	
MATH/ACT SCI 3780	Mathematics of Finance	
MATH 4460/5460	Introduction to Complex Analysis	
MATH 4510/5510	Elementary Number Theory	
MATH 4615/5615	Geometric Transformations	
MATH 4641/5641	Topology I	

Total Hours **21**

Mathematics of Artificial Intelligence

Required:

Mathematics of Artificial Intelligence:		
MATH/STAT 3752	Introduction to Probability	3
MATH 4520/5520	Computational Linear Algebra	3
MATH 4540/5540	Introduction to Optimization	3
MATH 4790/5790	Mathematics of Deep Learning	3
STAT 4772/5772	Statistical Computing I	3
STAT 4784/5784	Introduction to Machine Learning	3

Electives: 3-4

Select one of the following:

CS 1510	Introduction to Computing	
CS 2150	Computing for Data Science *	
CS 3610/5610	Artificial Intelligence *	
MATH 3530	Combinatorics	
STAT 3775/5775	Introduction to Mathematical Statistics	
STAT 4782/5782	Statistical Computing II	

Total Hours **21-22**

* These courses have additional prerequisites as follows:

MATH 1420 has prerequisite of a satisfactory score on a mathematics placement exam, or subsequent remediation. STAT 1772 has prerequisite of Satisfactory score on ALEKS exam. MATH 3440/5440 has prerequisite of CS 1130, CS 1160, or CS 1510. CS 2150 has a prerequisite of CS 1510 and consent of department. CS 3610/5610 has a prerequisite of CS 1520; CS 1800; and junior standing.

Four-Year Plan

Mathematics: General Mathematics, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Undergraduate Majors, Minors, and Certificates

Course	Title	Hour
Freshman		
Fall		
ENGLISH 1005	College Writing and Research	3
MATH 1420	Calculus I	4
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		6
Hours		16
Spring		
COMM 1000	Oral Communication	3
MATH 1421	Calculus II	4
UNIFI/General Education or University Electives		9
Hours		16
Sophomore		
Fall		
MATH 2422	Calculus III	4
MATH 2900	Discrete and Argumentative Mathematics	3
UNIFI/General Education or University Electives		9
Hours		16
Spring		
MATH 2500	Linear Algebra for Applications	3
UNIFI/General Education or University Electives		12
Hours		15
Junior		
Fall		
MATH 3752/5752	Introduction to Probability	3
MATH 4500/5500	Modern Algebra I (or Math elective)	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
MATH 4501/5501	Modern Algebra II	3
STAT 3771/5771	Applied Statistical Methods for Research (or Math elective)	3
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
MATH 4420/5420	Advanced Calculus I	3
MATH 4900	Senior Mathematics Seminar (or MATH 4990)	1
UNIFI/General Education or University Electives		11
Hours		15
Spring		
MATH 4421/5421	Advanced Calculus II	3
UNIFI/General Education or University Electives		9
Hours		12
Total Hours		120

* Note: A student who has a grade point average of less than 2.25 in all departmental courses used for this major may not apply a departmental course in which a grade of less than C- is earned.

Mathematics: Mathematics of Artificial Intelligence, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional

academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MATH 1420	Calculus I	4
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		9
Hours		16
Spring		
MATH 2500	Linear Algebra for Applications	3
MATH 1421	Calculus II	4
UNIFI/General Education or University Electives		9
Hours		16
Sophomore		
Fall		
MATH 2422	Calculus III	4
MATH 2900	Discrete and Argumentative Mathematics	3
STAT 4772/5772	Statistical Computing I	3
UNIFI/General Education or University Electives		6
Hours		16
Spring		
Mathematics elective as specified		3
UNIFI/General Education or University Electives		13
Hours		16
Junior		
Fall		
MATH 4520/5520	Computational Linear Algebra	3
MATH 3752/5752	Introduction to Probability	3
UNIFI/General Education or University Electives		8
Hours		14
Spring		
STAT 4784/5784	Introduction to Machine Learning	3
Mathematics elective as specified		3
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
MATH 4540/5540	Introduction to Optimization	3
UNIFI/General Education or University Electives		11
Hours		14
Spring		
MATH 4790/5790	Mathematics of Deep Learning	3
MATH 4900	Senior Mathematics Seminar	1
UNIFI/General Education or University Electives		9
Hours		13
Total Hours		120

Learning Outcomes

Mathematics, B.A.

Goal 1. Problem Solving Specification:

- Understanding: Students will understand or state problems and definitions correctly;
- Modification: Students will modify problems when necessary to make them tractable;
- Reaching a solution: Students will articulate assumptions and reason logically to conclusions;
- Communication and Interpretation: Students will communicate steps and interpret results intelligently when necessary.

Goal 2. Content Specification:

- Knowledge Foundation: Students will demonstrate an understanding of the core knowledge of mathematics.
- Advanced Content: Students will demonstrate comprehension of upper-level content of mathematics, statistics and actuarial science.
- Communication and Interpretation: Students will communicate using correct content terms and interpret concepts when necessary.

Goal 3. Technology/Software:

- Software Proficiency: Students will demonstrate basic proficiency with mathematical and statistical software.
- Analytical Skills: Students will be able to make informed choices about when the use of technology or data analysis is viable and useful.
- Communication and Interpretation: Students will communicate using the right language and interpret results intelligently.

Goal 4. Professional Development:

- Proof and Argument Specification: Students will be able to compose and explain proofs in clear mathematical style, both orally and in writing, and to critically evaluate mathematical arguments made by others. Students will be able to use a variety of techniques of proof, including direct proof, proof by contradiction, and mathematical induction.

Policies

Notes:

1. A student majoring or minoring in mathematics, who has a grade point average of less than 2.25 in all departmental courses used for that major or minor may not apply a departmental course in which a grade of less than C- is earned to her/his major or minor.
2. A student with a major within the Department of Mathematics may declare a second major and/or a certificate within the Department. Interested students should work closely with an advisor.
3. The declaration of both a major and a minor with the Department of Mathematics is limited to the following. Interested students should work closely with an advisor.
 - A student with any Mathematics major may declare the interdisciplinary Data Science Minor.
 - A student with the Mathematics Major or the Mathematics-Teaching Major may declare the Statistics emphasis of the Statistics and Actuarial Science Minor.

Mathematics: Statistics/Actuarial Science B.A.

Mathematics: Statistics/Actuarial Science Major

The B.A. Mathematics: Statistics/Actuarial Science major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

The major is available in two emphases, the Statistics emphasis and the Actuarial Science emphasis. Each emphasis requires completion of the common core, the seminar/research requirement, the core for the chosen emphasis (Statistics or Actuarial Science), and 6 hours of electives that do not duplicate course work chosen to meet the chosen emphasis (Statistics or Actuarial Science) core requirement.

Required

Mathematics:		
Common core:		15
MATH 1420	Calculus I *	
MATH 1421	Calculus II	
MATH 2422	Calculus III	
MATH 2500	Linear Algebra for Applications	
Statistics/Actuarial Science core:		9
STAT 1772	Introduction to Statistical Methods	
or STAT 1774	Introductory Statistics for Life Sciences	
MATH/STAT 3752	Introduction to Probability	
STAT 3775/5775	Introduction to Mathematical Statistics	
Computer Programming:		3-4
Select one of the following:		
CS 1160	C/C++ Programming	
CS 1510	Introduction to Computing	
STAT 4772/5772	Statistical Computing I	
Seminar/research:		1-3
MATH 4900	Senior Mathematics Seminar	
or MATH 4990	Undergraduate Research in Mathematics	
Select and complete ONE of the following Emphasis Core:		9
Statistics Emphasis Core:		
Select three from the following:		
STAT 3771/5771	Applied Statistical Methods for Research	
STAT 3776/5776	Regression Analysis	
STAT 4773/5773	Design and Analysis of Experiments	
STAT 4779/5779	Applied Multivariate Statistical Analysis	
STAT 4782/5782	Statistical Computing II	
STAT 4784/5784	Introduction to Machine Learning	

Undergraduate Majors, Minors, and Certificates

STAT 4786/5786	Statistics for Risk Modeling
Actuarial Science Emphasis Core:	
Select three from the following:	
ACT SCI/MATH 3780	Mathematics of Finance
ACT SCI 4735/5735	Actuarial Mathematics
ACT SCI 4739/5739	Topics in Actuarial Science
STAT 4784/5784	Introduction to Machine Learning
STAT 4786/5786	Statistics for Risk Modeling
ACT SCI 4788/5788	Loss Models
Electives	6
Select two electives from the following list. The same course cannot be used to satisfy both the emphasis core and elective requirement.	
STAT 3771/5771	Applied Statistical Methods for Research
STAT 3776/5776	Regression Analysis
STAT 3778/5778	Spatial Data Analysis
STAT 4772/5772	Statistical Computing I
STAT 4773/5773	Design and Analysis of Experiments
STAT 4777/5777	Statistical Quality Assurance Methods
STAT 4779/5779	Applied Multivariate Statistical Analysis
STAT 4782/5782	Statistical Computing II
STAT 4784/5784	Introduction to Machine Learning
STAT 4786/5786	Statistics for Risk Modeling
ACT SCI 3731	Actuarial Examination Preparation **
ACT SCI 4735/5735	Actuarial Mathematics
ACT SCI 4739/5739	Topics in Actuarial Science
ACT SCI 4785/5785	Introduction to Financial Engineering
ACT SCI 4788/5788	Loss Models
MATH 3440/5440	Numerical Analysis
MATH 3780/5780	Mathematics of Finance
Total Hours	43-46

* MATH 1420 has prerequisite of satisfactory score on mathematics placement exam or subsequent remediation.

**ACT SCI 3731 may be repeated for credit for preparation for different exams, however only 3 hours will count toward the Statistics/Actuarial Science major.

Four-Year Plan

Mathematics: Statistics/Actuarial Science, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester

schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
ECON 1041	Principles of Macroeconomics	3
ENGLISH 1005	College Writing and Research	3
MATH 1420	Calculus I	4
MGMT 2080	Introduction to Information Systems	3
STAT 1772	Introduction to Statistical Methods	3
Hours		16
Spring		
COMM 1000	Oral Communication	3
ECON 1051	Principles of Microeconomics	3
MATH 3780/5780	Mathematics of Finance	3
MATH 1421	Calculus II	4
UNIFI/General Education or University Electives		3
Hours		16
Sophomore		
Fall		
ACCT 2120	Principles of Financial Accounting	3
ECON 1011	Statistics for Business Analytics (or STAT 3771 Applied Statistical Methods for Research)	3
MATH 2500	Linear Algebra for Applications	3
MATH 3752/5752	Introduction to Probability	3
UNIFI/General Education or University Electives		3
Hours		15
Spring		
MATH 2422	Calculus III	4
STAT 3775/5775	Introduction to Mathematical Statistics	3
UNIFI/General Education or University Electives		3
Visual BASIC recommended		3
Hours		13
Junior		
Fall		
ACT SCI 4735/5735	Actuarial Mathematics	3
FIN 3130	Corporate Finance	3
STAT 3776/5776	Regression Analysis	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ACT SCI 4739/5739	Topics in Actuarial Science	3
ACT SCI 4785/5785	Introduction to Financial Engineering	3
FIN 3160	Principles of Investments	3
MKTG 2110	Principles of Marketing	3
UNIFI/General Education or University Electives		4
Hours		16
Senior		
Fall		
ACT SCI 4788/5788	Loss Models	3
FIN 3050	Risk Management and Insurance	3

MGMT 3100	Legal and Social Environment of Business	3
UNIFI/General Education or University Electives		7
Hours		16
Spring		
MATH 4900	Senior Mathematics Seminar	1
MGMT 3153	Organizational Management	3
UNIFI/General Education or University Electives		9
Hours		13
Total Hours		120

* Note: A student who has a grade point average of less than 2.25 in all departmental courses used for this major may not apply a departmental course in which a grade of less than C- is earned.

Learning Outcomes

Mathematics: Statistics/Actuarial Science, B.A.

Goal 1. Problem Solving Specification:

- Understanding: Students will understand or state problems and definitions correctly;
- Modification: Students will modify problems when necessary to make them tractable;
- Reaching a solution: Students will articulate assumptions and reason logically to conclusions;
- Communication and Interpretation: Students will communicate steps and interpret results intelligently when necessary.

Goal 2. Content Specification:

- Knowledge Foundation: Students will demonstrate an understanding of the core knowledge of mathematics.
- Advanced Content: Students will demonstrate comprehension of upper-level content of mathematics, statistics and actuarial science.
- Communication and Interpretation: Students will communicate using correct content terms and interpret concepts when necessary.

Goal 3. Technology/Software:

- Software Proficiency: Students will demonstrate basic proficiency with mathematical and statistical software.
- Analytical Skills: Students will be able to make informed choices about when the use of technology or data analysis is viable and useful.
- Communication and Interpretation: Students will communicate using the right language and interpret results intelligently.

Goal 4. Professional Development:

- Actuarial Science Development: Students with actuarial science emphasis will develop skills and acquire the content knowledge needed to pass actuarial exams offered by the professional organizations including Society of Actuaries and Casualty Actuarial Society.

Policies

Notes:

1. A student majoring or minoring in mathematics, who has a grade point average of less than 2.25 in all departmental courses used for that major or minor may not apply a departmental course in which a grade of less than C- is earned to her/his major or minor.
2. A student with a major within the Department of Mathematics may declare a second major and/or a certificate within the Department. Interested students should work closely with an advisor.
3. The declaration of both a major and a minor with the Department of Mathematics is limited to the following. Interested students should work closely with an advisor.

- A student with any Mathematics major may declare the interdisciplinary Data Science Minor.
- A student with the Mathematics Major or the Mathematics-Teaching Major may declare the Statistics emphasis of the Statistics and Actuarial Science Minor.

Mathematics - Teaching B.A. Mathematics - Teaching Major

The B.A. Mathematics - Teaching major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

Both emphases in this major lead to endorsement #143: 5-12 Mathematics.

Required

Mathematics Core:		
STAT 1772	Introduction to Statistical Methods *	3
MATH 1420	Calculus I *	4
MATH 1421	Calculus II	4
MATH 2500	Linear Algebra for Applications	3
Mathematics Teaching Core:		
MATH 1310	Technology for Secondary Mathematics Teachers	3
MATH 2313	Topics in Secondary Mathematics	3
MATH 2900	Discrete and Argumentative Mathematics	3
MATH 3600	Euclidean Geometry	3
MATH 3750	Statistics and Data Science for Secondary Teachers	3
Computer Programming:		3-4
Select one of the following:		
CS ED 1320	Fundamentals of Programming	
CS 1120	Media Computation	
CS 1160	C/C++ Programming	
CS 1510	Introduction to Computing	
Select one of the following emphasis cores:		12-13
Total Hours		44-46

Undergraduate Majors, Minors, and Certificates

Emphases

Secondary Mathematics

Required:

MATH 3211	Algebra	3
MATH 3212	Introduction to Geometry and Measurement for K-8 Teachers	3
MATH 3213	Topics in Mathematics for Grades K-8	3
Electives (choose ONE of the following):		3
MATH 3214	Problem Solving in Mathematics for K-8 Teachers	
MATH 3305	Connections: University Mathematics and the Secondary Curriculum	
MATH 3530	Combinatorics	
MATH 4510/5510	Elementary Number Theory	
Total Hours		12

Upper Secondary Mathematics

Required:

MATH 2422	Calculus III	4
MATH 3305	Connections: University Mathematics and the Secondary Curriculum	3
MATH 4500/5500	Modern Algebra I	3
Electives (choose ONE of the following):		3
MATH 3530	Combinatorics	
MATH 3610/5610	Modern Geometries	
MATH 4420/5420	Advanced Calculus I	
MATH 4501/5501	Modern Algebra II	
MATH 4510/5510	Elementary Number Theory	
MATH 4615/5615	Geometric Transformations	
Total Hours		13

* STAT 1772 has prerequisite of satisfactory score on ALEKS exam.
MATH 1420 has prerequisite of satisfactory score on mathematics placement exam or subsequent remediation.

Notes: For departmental approval to student teach, a student in the program must satisfy the University requirements to student teach and the following specific departmental requirements:

1) Must earn a C– or better in: MATH 1420, MATH 1421, MATH 2500, MATH 2900, MATH 3600, STAT 1772 and course taken to satisfy the Computer Science requirements.

2) Must complete all of the courses in the major with a major grade point average of 2.50 or higher.

Professional Experiences

Required:

EDUC 2343	Teaching Methods I: Secondary Mathematics *	3
EDUC 2443	Teaching Internship I: Secondary Mathematics	3

EDUC 3543/5543	Teaching Methods II: Secondary Mathematics **, **	3
EDUC 3643/5643	Teaching Internship II: Secondary Mathematics	3
EDUC 4138	Secondary School Teaching	12
Total Hours		24

* A grade of C (2.00) or higher is required for all Methods courses.

**Mathematics Teaching majors can count EDUC 3543/5543 Teaching Methods II: Secondary Mathematics for category 5 of Educator Essentials.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner 3

EDPSYCH 1500	Reflections on Learning
EDPSYCH 2068	Development and Learning in Sociocultural Contexts
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)

Category 2: Social Contexts of Learning 3

SOCFOUND 2119	Social & Cultural Foundations of Education
SOCFOUND 2134	A Modern History of Education in the United States
SOCFOUND 2334	Education Policy and Politics of Education
TESOL 2015	Language Today

Category 3: Education for All 3

KINES 4152	Adapted Physical Education
SOCFOUND 3334	Education, Power, and Change
SOCFOUND 3434	Social Movements and Education
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms
TESOL 3710	Content Area Strategies for English Language Learners

Category 4: The Classroom Environment 3

EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom
EDPSYCH 3300	Level Up: Gamified Learning Environments
ECIE 4151	Early Childhood Curriculum Development and Organization
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments

SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		3
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

Mathematics Teaching: Secondary Mathematics, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
TEACHING 2020	Introduction to Teaching: Exploring Options (or Approved 10 hour experience)	1
CS ED 1320	Fundamentals of Programming	3
MATH 1310	Technology for Secondary Mathematics Teachers	3
MATH 1420	Calculus I	4
UNIFI/General Education or University Electives		6
Hours		17
Spring		
MATH 1421	Calculus II	4
MATH 2313	Topics in Secondary Mathematics	3
Educator Essentials Courses		3
UNIFI/General Education or University Electives		4
Hours		14
Sophomore		
Fall		
MATH 3212	Introduction to Geometry and Measurement for K-8 Teachers	3

MATH 2900	Discrete and Argumentative Mathematics	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
MATH 2500	Linear Algebra for Applications	3
STAT 1772	Introduction to Statistical Methods	3
EDUC 2343	Teaching Methods I: Secondary Mathematics	3
EDUC 2443	Teaching Internship I: Secondary Mathematics	3
UNIFI/General Education or University Electives		3
Hours		15
Junior		
Fall		
MATH 3750	Statistics and Data Science for Secondary Teachers	3
MATH 3211	Algebra	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
MATH 3213	Topics in Mathematics for Grades K-8	3
MATH 3600	Euclidean Geometry	3
Educator Essentials Course		6
UNIFI/General Education or University Electives		3
Hours		15
Senior		
Fall		
EDUC 3543/5543	Teaching Methods II: Secondary Mathematics	3
EDUC 3643/5643	Teaching Internship II: Secondary Mathematics	3
Math Elective		3
UNIFI/General Education or University Electives		8
Hours		17
Spring		
EDUC 4138	Secondary School Teaching	12
Hours		12
Total Hours		120

Mathematics Teaching: Upper Secondary Mathematics, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
TEACHING 2020	Introduction to Teaching: Exploring Options (or Approved 10 hour experience)	1
CS ED 1320	Fundamentals of Programming	3

Undergraduate Majors, Minors, and Certificates

MATH 1310	Technology for Secondary Mathematics Teachers	3
MATH 1420	Calculus I	4
UNIFI/General Education or University Electives		6
Hours		17
Spring		
MATH 1421	Calculus II	4
MATH 2500	Linear Algebra for Applications	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		4
Hours		14
Sophomore		
Fall		
MATH 2900	Discrete and Argumentative Mathematics	3
STAT 1772	Introduction to Statistical Methods	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
MATH 2422	Calculus III	4
MATH 2313	Topics in Secondary Mathematics	3
EDUC 2343	Teaching Methods I: Secondary Mathematics	3
EDUC 2443	Teaching Internship I: Secondary Mathematics	3
UNIFI/General Education or University Electives		3
Hours		16
Junior		
Fall		
MATH 3750	Statistics and Data Science for Secondary Teachers	3
MATH 4500/5500	Modern Algebra I	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
MATH 3305	Connections: University Mathematics and the Secondary Curriculum	3
MATH 3600	Euclidean Geometry	3
Educator Essentials Courses		6
UNIFI/General Education or University Electives		3
Hours		15
Senior		
Fall		
EDUC 3543/5543	Teaching Methods II: Secondary Mathematics	3
EDUC 3643/5643	Teaching Internship II: Secondary Mathematics	3
Math Elective		3
UNIFI/General Education or University Electives		7
Hours		16
Spring		
EDUC 4138	Secondary School Teaching	12
Hours		12
Total Hours		120

Learning Outcomes

Mathematics - Teaching, B.A.

- **Goal 1:** Social Contexts of Mathematics Teaching and Learning - Well-prepared beginning teachers of mathematics realize that the social, historical, and institutional contexts of mathematics affect teaching and learning and know about and are committed to their critical roles as advocates for each and every student.
- **Goal 2:** Knowledge of Students as Learners of Mathematics - Well-prepared beginning teachers of mathematics have foundational understandings of students' mathematical knowledge, skills, and dispositions. They also know how these understandings can contribute to effective teaching and are committed to expanding and deepening their knowledge of students as learners of mathematics.
- **Goal 3:** Pedagogical Knowledge and Practices for Teaching Mathematics - Well-prepared beginning teachers of mathematics have foundations of pedagogical knowledge, effective and equitable mathematics teaching practices to support students' sense making, understanding, and reasoning. Additionally, well-prepared beginning teachers can develop effective assessment plans.
- **Goal 4:** Knowledge of Mathematics Well-prepared beginning teachers of mathematics possess robust knowledge of mathematical and statistical concepts that underlie what they encounter in teaching. They engage in appropriate mathematical and statistical practices and support their students in doing the same.

Policies

Notes:

1. A student majoring or minoring in mathematics, who has a grade point average of less than 2.25 in all departmental courses used for that major or minor may not apply a departmental course in which a grade of less than C- is earned to her/his major or minor.
2. A student with a major within the Department of Mathematics may declare a second major and/or a certificate within the Department. Interested students should work closely with an advisor.
3. The declaration of both a major and a minor with the Department of Mathematics is limited to the following. Interested students should work closely with an advisor.
 - A student with any Mathematics major may declare the interdisciplinary Data Science Minor.
 - A student with the Mathematics Major or the Mathematics-Teaching Major may declare the Statistics emphasis of the Statistics and Actuarial Science Minor.

Mechanical Engineering Technology B.S.

Mechanical Engineering Technology Major

The B.S. Mechanical Engineering Technology major requires a minimum of 120 total credits. This total includes UNIFI/

General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

ALEKS score of 61 is required for the math, chemistry and physics classes in the program.

Math and Science:

MATH 1420	Calculus I	4
CHEM 1020	Chemical Technology	4
or CHEM 1110	General Chemistry I	
PHYSICS 1511	General Physics I [^]	4
or PHYSICS 1701	Physics I for Science and Engineering	
Computer Science:		
CS 1510	Introduction to Computing	3-4
or CS 1160	C/C++ Programming	

Required Core:

ENGLISH 1005	College Writing and Research	3
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3
PHIL 1560	Science, Technology, and Ethics (STE)	3
ENGR 1000	Introduction to Engineering & Professional Practice	3
TECH 1008	Basic Manufacturing Processes	3
TECH 1010	Fundamentals of Metal Removal	3
TECH 1024	Engineering Design with CAD	3
TECH 2024	Technical Drawing with GD&T	3
TECH 2036	Power Technology	3
TECH 2065	Industrial Robotics	3
TECH 2072	Engineering Materials	3
ENGR 2080	Statics	2
ENGR 2180	Strength of Materials	2
TECH 3024/5024	Solid Modeling and Additive Manufacturing for Design	3
TECH 3127	Applied Thermodynamics	3
TECH 3135/5135	Product Design	3
TECH 3136	Principles of Metal Casting	3
TECH 3148	Machine Design	3
TECH 4137	Tooling Practices in Metal Casting	3
TECH 4162	Hydraulics & Pneumatics	3
ENGR 4500	Senior Design [@]	3

Total Hours **76-77**

[^] Has prerequisite of satisfactory score on ALEKS exam or subsequent remediation.

[@]ENGR 4500 meets the Bachelor of Science degree undergraduate research course requirement.

Four-Year Plan

Mechanical Engineering Technology, B.S.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional

academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
	UNIFI/General Education or University Electives	3
PHYSICS 1511	General Physics I	4
ENGR 1000	Introduction to Engineering & Professional Practice	3
TECH 1008	Basic Manufacturing Processes	3
TECH 1024	Engineering Design with CAD	3
Hours		16
Spring		
	UNIFI/General Education or University Electives	3
MATH 1420	Calculus I	4
TECH 1010	Fundamentals of Metal Removal	3
TECH 2024	Technical Drawing with GD&T	3
CS 1160	C/C++ Programming	3
Hours		16
Sophomore		
Fall		
CHEM 1020	Chemical Technology	4
TECH 2065	Industrial Robotics	3
ENGR 2080	Statics	2
	UNIFI/General Education or University Electives	6
Hours		15
Spring		
TECH 2036	Power Technology	3
TECH 2072	Engineering Materials	3
ENGR 2180	Strength of Materials	2
	UNIFI/General Education or University Electives	6
Hours		14
Junior		
Fall		
PHIL 1560	Science, Technology, and Ethics (STE)	3
TECH 3024/5024	Solid Modeling and Additive Manufacturing for Design	3
TECH 3136	Principles of Metal Casting	3
ENGLISH 3772/5772	Technical Writing for Engineering Technologists	3
	UNIFI/General Education or University Electives	3
Hours		15
Spring		
TECH 3127	Applied Thermodynamics	3
TECH 3135/5135	Product Design	3
	UNIFI/General Education or University Electives	9
Hours		15
Senior		
Fall		
TECH 3148	Machine Design	3
TECH 4162	Hydraulics & Pneumatics	3
	UNIFI/General Education or University Electives	9
Hours		15

Undergraduate Majors, Minors, and Certificates

Spring

TECH 4137	Tooling Practices in Metal Casting	3
ENGR 4500	Senior Design	3
UNIFI/General Education or University Electives		8
Hours		14
Total Hours		120

Learning Outcomes

Mechanical Engineering Technology, B.S.

An accreditable program in mechanical engineering technology prepares graduates with knowledge, problem-solving ability and hands-on skills to enter careers in the design, installation, manufacturing, testing, technical sales, maintenance, and other endeavors typically associated with mechanical components and systems. Programs emphasize how things actually work, how they are made, and the realization that most mechanical components and assemblies become parts of complex systems, an important consideration realized at the beginning of the design process. Level and scope of career preparation will depend on the degree level and specific program orientation.

Program Educational Objectives (PEOs):

- Demonstrate an ability to define and create innovative solutions through the application of Mechanical Engineering principles and critical thinking with an understanding of ethical, technical, and sustainability effects.
- Continually evolve core competencies and abilities to discover emerging technologies through engaging in continuous learning and professional development.
- Exercise effective communication and teamwork skills in diverse environments, employing high ethical and professional standards.

Student Learning Objectives (SLOs):

- Interpret data to develop Mechanical Engineering solutions.
- Effectively apply communication tools to support mechanical engineering solutions.
- Collaboratively develop Mechanical Engineering solutions in a team environment
- Use analytical techniques to provide Mechanical engineering solutions.
- Develop Mechanical engineering solutions that meet requirements

Middle Level Education Dual Major - Teaching B.A.

Middle Level Education Dual - Teaching Major

This major is designed to prepare students to teach young adolescents at the middle level of education (grades 5-8). This is a dual major and must be combined with either an elementary or secondary education teaching major. Students will complete UNIFI/General Education requirements, the Professional Experiences requirements, the Educator Essentials requirements, major requirements for middle level education, major requirements for elementary or secondary

education, and endorsement requirements for the Iowa Middle School endorsement for a minimum total of 120 hours.

This major leads to 2-4 of the following endorsements: 1821: 5-8 Middle School Language Arts, 1822: 5-8 Middle School Mathematics, 1823: 5-8 Middle School Science, 1824: 5-8 Middle School Social Studies. The holder of this endorsement is authorized to teach in grades five through eight in two to four concentration areas in which the specific requirements have been completed. The holder is not authorized to teach art, industrial arts, music, reading, physical education and special education, but may teach in other areas allowed by the State of Iowa.

Students majoring in Elementary Education, Early Childhood Education, or Middle-Level Education may not **repeat or withdraw** from any courses within the ELEMECML, LRNTECH, or LITED course categories more than twice (a total of 3 times for any course). Students in these programs are also limited to a maximum of five course retakes across these same courses. Under extraordinary circumstances, an elementary, early childhood, or middle-level education major may request in writing that an exception be made to this policy. All written requests will be reviewed by the department head, who will determine whether or not an exception will be granted. Where an exception is not granted, a student may appeal the decision through the regular appeal process for other teacher education-related appeals. This policy applies to all majors declared after April 2016.

Required:

Educational Psychology:

EDPSYCH 4152/5152	Development of the Middle School Aged Child	3

Middle Level Education:

ELEMECML 3120	Classroom Management K-8 *,^	3

or EDPSYCH 4151/5151 Approaches to Classroom Management for Secondary Students

ELEMECML 4152/5152	The Nature of Middle School	3

Literacy Education:

LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels *	3

Minimum of two subject concentration areas		24

Total Hours		36

* A grade of C (2.00) or higher is required for all Methods courses.

^ Middle Level Education majors can count ELEMECML 3120 for category 4 of Educator Essentials.

Students will complete a minimum of 12 hours of coursework in two, three, or four subject area concentrations. Subject area concentrations are limited to the following four areas and must include the specified coursework:

Language Arts:

Language Arts: to include composition, language usage, speech, young adult literature, and literature across cultures		12

Composition course options:

ENGLISH 1005	College Writing and Research

ENGLISH 2015	Introduction to Writing Studies
ENGLISH 2120	Critical Writing About Literature
PHIL 1050	The Art of Critical Thinking and Writing

Language Usage course options:

LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels

Speech course options:

COMM 1000	Oral Communication

Young Adult Literature course options:

ENGLISH 3940/5940	Literature for Young Adults

Literature Across Cultures course options:

ENGLISH 2520	Multicultural Literature
LITED 3121/5121	Children's Literature for Diversity and Social Justice *

* LITED 3121/5121 has prerequisite of LITED 1044 and junior standing.

Mathematics:

Mathematics: to include algebra **12**

Math course options:

Any MATH course, including one course from MATH 1110, MATH 1140, MATH 1420, MATH 3211, MATH 4500/5500 *	
STAT 1772	Introduction to Statistical Methods

* Excluding MATH 100, MATH 1310, MATH 1900, MATH 3203, MATH 3304.

Science:

Science: to include life, earth, and physical **12**

Life Science course options:

Any BIOL course **	
SCI ED 1200	

Earth Science course options:

Any EARTHSCI course	
SCI ED 1100	Inquiry into Earth and Space Science

Physical Science course options:

Any CHEM course ***	
Any PHYSICS course	
SCI ED 1300	Inquiry into Physical Science

**Excluding BIOL 1033 and BIOL 3101.

***Excluding CHEM 1610.

Social Studies:

Social Studies: to include United States history, world history, government, and geography **12**

United States History course options:

HIST 1023	History of the United States

HIST 1110	United States History to the Civil War and Emancipation
HIST 1120	United States History since the Civil War and Emancipation
HIST 4110/5110	American Colonial History
HIST 4130/5130	The Early Republic, 1785-1850
HIST 4140/5140	Civil War and Reconstruction
HIST 4150/5150	Foundations of Modern America: The United States, 1877-1929
HIST 4160/5160	U.S. History from 1929 to 1960
HIST 4170/5170	U.S. Environmental History
HIST 4175/5175	History on Film
HIST 4180/5180	Recent United States History
HIST 4200/5200	History of Iowa
HIST 4235/5235	Popular Culture in the United States
HIST 4245/5245	African-American History
HIST 4250/5250	Religion in America
HIST 4260/5260	United States Women's History
HIST 4270/5270	American Indian History

World History course options:

HIST 1210	Making the Modern World
HIST 4310/5310	History of Ancient Greece
HIST 4320/5320	History of Ancient Rome
HIST 4330/5330	Greek and Roman Life and Culture
HIST 4340/5340	Barbarians, Saints, and Pestilence: The Middle Ages
HIST 4350/5350	Rebirth, Reform, and Rebellion: The Beginnings of the Modern World
HIST 4360/5360	Age of Absolutism and the Enlightenment
HIST 4420/5420	History of Ireland
HIST 4440/5440	Kings, Heretics, Witches, and Revolutionaries: England to 1688
HIST 4480/5480	The Ancient Near East
HIST 4510/5510	Europe from the French Revolution to World War I
HIST 4520/5520	Europe from World War I to the Present
HIST 4610/5610	English History since 1688
HIST 4640/5640	Modern Mediterranean Europe: History and Culture
HIST 4650/5650	Modern Central and Eastern Europe
HIST 4660/5660	History of Imperial Russia
HIST 4670/5670	History of Soviet Russia
HIST 4675/5675	Great Power Diplomacy from the Congress of Vienna to the Present

Undergraduate Majors, Minors, and Certificates

HIST 4680/5680	Military History from Napoleon to the Present
HIST 4690/5690	Modern European Women's History
HIST 4720/5720	Modern Latin American History
HIST 4730/5730	African Kingdoms & Societies
HIST 4740/5740	Modern African History
HIST 4820/5820	Modern Middle East History
HIST 4830/5830	Sanskrit and Sovereigns; Sultans and Sufis: A History of South Asia to 1526 CE
HIST 4840/5840	Mughals and Marauders; Merchants and Mahatmas: A History of South Asia since 1526 CE
HIST 4850/5850	Pre-Modern Chinese History
HIST 4860/5860	Modern Chinese History
HIST 4870/5870	Courtiers, Warriors, and Merchants: Japan to 1800
HIST 4880/5880	The Legacy of the Samurai: Japan since 1800

Government course options:

Any POLSCI course

Geography course options:

Any GEOG course

Some or all of this coursework may be completed as part of the UNIFI/General Education requirements. Students should contact their advisor, the College of Education Advising Center, or the undergraduate record analyst in the Office of the Registrar to determine specific courses required for the endorsement.

Professional Experiences

Required:

EDUC 3518/5518	Teaching Methods II: Middle Level Grades *	3
EDUC 3618/5618	Teaching Internship II: Middle Level Grades	3
Student Teaching		12
Total Hours		18

* A grade of C (2.00) or higher is required for all Methods courses.

Students should plan their coursework so that all Middle-Level Education courses are taken before student teaching. To student teach, students must have a cumulative, UNI, and major GPA of 2.50. In addition, students must achieve a grade of C (2.00) or higher in the methods classes and other methods courses required by their second major.

Students should apply for their student teaching one year in advance.

The student teaching semester will include two experiences, one in an elementary or secondary classroom, depending on the primary major, and the other in a teamed or departmentalized, grades 5-8, middle-

level classroom. Students enroll for EDUC 4137 and EDUC 4134 or EDUC 4138 for 12 hours.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner 3

EDPSYCH 1500	Reflections on Learning
EDPSYCH 2068	Development and Learning in Sociocultural Contexts
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)

Category 2: Social Contexts of Learning 3

SOCFOUND 2119	Social & Cultural Foundations of Education
SOCFOUND 2134	A Modern History of Education in the United States
SOCFOUND 2334	Education Policy and Politics of Education
TESOL 2015	Language Today

Category 3: Education for All 3

KINES 4152	Adapted Physical Education
SOCFOUND 3334	Education, Power, and Change
SOCFOUND 3434	Social Movements and Education
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms
TESOL 3710	Content Area Strategies for English Language Learners

Category 4: The Classroom Environment 3

EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom
EDPSYCH 3300	Level Up: Gamified Learning Environments
ECIE 4151	Early Childhood Curriculum Development and Organization
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments
SOCFOUND 3219	Critical Perspectives on Technology and Education

Category 5: Effective Pedagogy 3

ARTED 4600	Expressive Learning Assessment
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age
MEASRES 3510	Assessment for Learning

TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Learning Outcomes

Middle Level Education Dual Major Teaching, B.A.

Teacher candidates:

- Demonstrate competence in oral, written, and visual communication to ensure age-appropriate literacy (e.g., reading, writing, listening, speaking) strategies throughout the curriculum based on current research on middle-level education (Grades 5-8). (UNI SLO - Communication)
- Integrate knowledge of middle-school age development and best practices, associated curriculum and instructional models, and assessment practice in the analysis of planning, implementation of instruction, and evaluation of learning. (UNI SLO - Content Knowledge)
- Engage in field experience for 30 hours before student teaching, reflecting on and evaluating the relationship between theory and practice in middle schools. (UNI SLO - Critical Thinking)
- Select at least two areas for teaching specializations with pedagogical and discipline-specific content knowledge and skills appropriate to middle-level students (Grades 5-8):
 - Mathematics: completes 12 semester hours in mathematics that includes coursework in algebra
 - Science: completes 12 semester hours in science, including life, earth, and physical science coursework
 - Language Arts: completes 12 semester hours in language arts to include coursework in composition, language usage, speech, young adult literature, and literature across cultures
 - Social Studies: completes 12 semester hours of coursework in social studies to include US History, world history, government, and geography

Middle Level Science Dual Major - Teaching B.A.

Middle Level Science Dual - Teaching Major

The B.A. Middle Level Science Dual - Teaching major requires a minimum of 120 total hours to graduate. This total includes UNIFI/ General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

Students who complete this major must also complete the Middle Level Education Dual Major – Teaching (p. 224). This major is for students who wish to teach at the middle school level. Students will complete subject area concentrations in science and up to three other subject area concentrations including Language Arts, Mathematics, and/or Social Studies. This major fulfills the following endorsements: Basic Science (5-12), Middle School Science (5-8) and one other Middle School subject (5-8) including Language Arts, Mathematics, or Social Studies.

The Middle-Level Science Teaching (Dual) major is waived from the 10-hour upper level requirement.

Biology:

BIOL 2051	General Biology: Organismal Diversity	4
BIOL 2052	General Biology: Cell Structure and Function	4

Chemistry and Biochemistry:

CHEM 1110	General Chemistry I	4
CHEM 1120	General Chemistry II *	4

Earth Science:

EARTHSCI 1200	Elements of Weather	3
EARTHSCI 1210	Elements of Weather Laboratory	1
EARTHSCI 1300	Introduction to Geology	4

Physics:

PHYSICS 1511	General Physics I	4
PHYSICS 1512	General Physics II	4

Total Hours **32**

* Students with excellent preparation in chemistry may substitute CHEM 1130 plus 3 hours of additional credit hours in chemistry electives for CHEM 1110 and CHEM 1120.

For completion of this major the grade point average in each of the four science disciplines must be a minimum of 2.00, with a 2.50 GPA in the major as a whole.

Notes:

The mathematics prerequisite for one or more of the above courses is a working knowledge of algebra and trigonometry or MATH 1130 or MATH 1140 .

Undergraduate Majors, Minors, and Certificates

Professional Experiences

Required:

EDUC 2385	Teaching Methods I: Secondary Science ^{*, **}	3
EDUC 2485	Teaching Internship I: Secondary Science	3
EDUC 3585/5585	Teaching Methods II: Secondary Science [*]	3
EDUC 3685/5685	Teaching Internship II: Secondary Science	3
EDUC 4137	Middle School/Junior High Teaching	12
Total Hours		24

^{*} A grade of C (2.00) or higher is required for all Methods courses.
^{**} Middle Level Science Teaching (Dual) majors can count EDUC 2385 Teaching Methods I: Secondary Science for category 5 of Educator Essentials.

Educator Essentials

Required: ^{*}

Select one of the following in each category:

Category 1: The Learner		3
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		3
SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
Category 3: Education for All		3
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	
Category 4: The Classroom Environment		3
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	

EDPSYCH 3300	Level Up: Gamified Learning Environments	
ECIE 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		3
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

^{*} A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

Middle Level Science Teaching (Dual), B.A.

Students who complete this major must also complete the Middle Level Education Dual Major – Teaching (p. 224).

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BIOL 2051	General Biology: Organismal Diversity	4
CHEM 1110	General Chemistry I	4
UNIFI/General Education or University Electives		6
Hours		14
Spring		
BIOL 2052	General Biology: Cell Structure and Function	4
CHEM 1120	General Chemistry II	4
Educator Essentials Course		3
UNIFI/General Education or University Electives		3
Hours		14

Sophomore**Fall**

PHYSICS 1511	General Physics I	4
EARTHSCI 1200	Elements of Weather	3
EARTHSCI 1210	Elements of Weather Laboratory	1
Educator Essentials Course		3
UNIFI/General Education or University Electives		3
Concentration Course		3

Hours	17

Spring

PHYSICS 1512	General Physics II	4
EDUC 2385	Teaching Methods I: Secondary Science	3
EDUC 2485	Teaching Internship I: Secondary Science	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		3

Hours	16

Junior**Fall**

EARTHSCI 1300	Introduction to Geology	4
EDPSYCH 4152/5152	Development of the Middle School Aged Child	3
LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	3
Educator Essentials Course		3
Concentration Course		3

Hours	16

Spring

EDPSYCH 4151/5151	Approaches to Classroom Management for Secondary Students	3
ELEMECL 4152/5152	The Nature of Middle School	3
Concentration Course		3
UNIFI/General Education or University Electives		7

Hours	16

Senior**Fall**

EDUC 3585/5585	Teaching Methods II: Secondary Science	3
EDUC 3685/5685	Teaching Internship II: Secondary Science	3
UNIFI/General Education or University Electives		6
Educator Essentials Course		3

Hours	15

Spring

EDUC 4137	Middle School/Junior High Teaching	12

Hours	12

Total Hours	120

This major requires students to complete the requirements for an endorsement in a second Middle School Subject (5-8) that may include: 1821-Middle School Language Arts, 1822-Middle School Mathematics, or 1824-Middle School Social Studies (5-8). Required courses for these endorsements include the following with many of the required courses counting toward UNIFI/General Education requirements*:

1821-Middle School Language Arts (5-8)

ENGLISH 1005	College Writing and Research *	3
COMM 1000	Oral Communication *	3
ENGLISH 2520	Multicultural Literature *	3
ENGLISH 3940/5940	Literature for Young Adults	3

1822-Middle School Mathematics (5-8)

Math course options:	12

Any MATH course, including one course from
MATH 1100, MATH 1140, MATH 1420,
MATH 3211, MATH 4500/5500

STAT 1772	Introduction to Statistical Methods *	

1824-Middle School Social Studies (5-8)

HIST 1210	Making the Modern World	3
GEOG 1120	Peoples, Cultures, and Environments *	3
HIST 1110	United States History to the Civil War and Emancipation	3
or HIST 1120	United States History since the Civil War and Emancipation	
POLSCI 1014	Power & Politics in the U.S.	3

Learning Outcomes**Middle Level Science Teaching (Dual), B.A.****Goal 1: Demonstrate Knowledge of Science and Scientific Practices****Outcome:**

- **1.1.** Students will demonstrate an understanding of science content and scientific practices to advance student learning in a secondary science classroom.

Goal 2: Demonstrate Knowledge and Pedagogical Practices for Teaching Science**Outcomes:**

- **2.1.** Students will design instruction that have clear and challenging objectives with assessments in alignment with those objectives that actively engages students in science and science practices as recommended by national and state standards.
- **2.2.** Students will implement effective teaching practices based on research and national and state standards including the use of technology to address the needs and advance learning of all students in a science classroom.

Goal 3: Demonstrate Professional Growth as a Science Teacher**Outcome:**

- **3.1.** Engage in relevant activities and reflective practices that lead to professional growth and life-long learning.

Music B.A.
Music Major

The B.A. Music major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

B.A. Core Curriculum (29 hours) - required of all B.A. tracks

Applied Music: [MUS APPL xxxx, excluding MUS APPL 1Nxx courses], including 2 hours of 3000/4000-level work in major area		12
Music Theory:		
MUS THEO 1110	Theory I	2
MUS THEO 1120	Theory II	2
MUS THEO 1130	Musicianship Lab I	1
MUS THEO 1140	Musicianship Lab II	1
MUS THEO 2130	Theory III	2
MUS THEO 2140	Theory IV *	2
MUS THEO 2150	Musicianship Lab III	1
Music History and Musicology:		
MUS HIST 1010	History of Music I: Antiquity Through Baroque	3
MUS HIST 1020	History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century	3
Total Hours		29

* The corequisites for MUS THEO 2140 [MUS THEO 2160] are only required for students pursuing Track 1 General Studies in Music and students pursuing Track 6 Music History.

Additional requirements: senior recital (half recital) - (may take the form of a performance, composition, or an essay). Up to two credit hours of large ensemble, MUS ENS 3xxx, may be counted toward the 3000/4000-level music elective.

Tracks (choose 1, 2, 3, 4, 5, or 6 below)

1. General Studies in Music (11 hours beyond Core)

Required		
B.A. Core		29
Applied Music: [MUS APPL xxxx, excluding MUS APPL 1Nxx courses], including 2 additional hours of 3000/4000-level work in major area		4
Music Theory:		
MUS THEO 2160	Musicianship Lab IV	1
MUS THEO 3100	Analysis of Music	2
Electives *		4
Total Hours		40

* Electives in music (limited to 3000/4000-level courses in the following areas only: MUS TECH xxxx, MUS ED xxxx, MUS THEO xxxx, MUS HIST xxxx, MUS LIT xxxx. Students

who choose composition as their concentration will elect MUS THEO 3250/5250.

2. Jazz Studies (15 hours beyond Core)

Required		
B.A. Core (exclude MUS HIST 1010)		26
Jazz Ensembles		
MUS ENS 3160/5160	Jazz Band (must select Jazz Combo section)	2
Applied Improvisation: *		2
MUS APPL 3550/5550 Jazz Improvisation		
Instrumental Jazz Improvisation: **		
MUS TECH 1500	Instrumental Jazz Improvisation - Theory	1
or MUS TECH 3500/5530 Instrumental Jazz Improvisation - Theory		
MUS TECH 1530	Instrumental Jazz Improvisation I	1
or MUS TECH 3530/5530 Instrumental Jazz Improvisation I		
MUS TECH 1550	Instrumental Jazz Improvisation II	1
or MUS TECH 3550/5550 Instrumental Jazz Improvisation II		
Jazz Arranging/Composition:		
MUS THEO 3270/5270	Jazz Arranging I	2
MUS THEO 3280/5280	Jazz Arranging II	2
MUS THEO 3320/5320	Jazz Composition Class	1
Jazz History:		
MUS HIST 3600/5600	Jazz History and Styles ***	3
Total Hours		41

* Upon completion of required hours of traditional applied music and the 3 hours of Instrumental Jazz Improvisation [MUS TECH 1500/MUS TECH 3500/5500, MUS TECH 1530/MUS TECH 3530/5530, MUS TECH 1550/MUS TECH 3550/5550], students must take two semesters of Applied Improvisation, any section, for 1 hour of credit per semester.

**Three sections, 1 hour each - Jazz Theory, Beginning Improvisation, Intermediate Improvisation

***Substitution for MUS HIST 1010.

^ Clarifications regarding the Jazz Track:
Of the 8 semesters of required applied instruction, 6 must be applied classical lessons and 2 must be jazz lessons.
The BA recital for the Jazz Track will be a half Jazz Recital (1/2 hour).

Admission to this track is by special audition/interview only, in addition to the audition for all music majors.

3. String Pedagogy (18 hours beyond Core)

Required		
B.A. Core		29
Chamber Music:		
MUS ENS 3121/5121	Chamber Music	2
Applied Music *		4
Techniques (Strings):		

MUS ED 1100	Instrumental Techniques	1
Instrumental Pedagogy (String):		4
MUS ED 3380/5380	Instrumental Pedagogy (repeat, taking 2 sections)	
Methods:		
MUS ED 4161	Instrumental Methods: Strings **	1
Music Theory:		
MUS THEO 3100	Analysis of Music	2
Music Literature:		
MUS LIT 3200/5200	Performance Literature: _____ (Strings-06)	2
Internship:		
MUS ED 3030	Internship in String Pedagogy	2
Total Hours		47

* (including 2 hours of a secondary stringed instrument): MUS APPL xxxx.

**MUS ED 4161 has prerequisite of EDUC 2344. Students pursuing Track 3 are not required to have the prerequisite EDUC 2344.

Full Recital (must include at least one selection performed on secondary string instrument).

Admission to this track is by special audition/interview only, in addition to audition required of all music majors.

4. Performing Arts Management (20 hours beyond Core)

Required

B.A. Core		29
Accounting:		
ACCT 2120	Principles of Financial Accounting	3
Marketing:		
MKTG 2110	Principles of Marketing	3
Management/Music Techniques:		
MGMT 3153	Organizational Management	3
MUS TECH 3130/5130	Arts Entrepreneurship I	3
MUS TECH 3140/5140	Arts Entrepreneurship II	3
MUS TECH 4130	Senior Project, Performing Arts Management	0
Music Education and Methods:		
MUS ED 3010	Performing Arts Management Internship	2
Economics:		
ECON 1031	Introduction to Business Economics	3
Total Hours		49

Interview required for admission to this program, in addition to the audition required of all music majors.

5. Music Technology (17 hours beyond Core)

Required

B.A. Core		29

Communication and Media Production courses (select 3 hours from the following):

COMM DM 2950	Applied Digital Media
MUS ENS 3120/5120	Ensemble Section 12: Laptop Ensemble

Music Technology:		8
MUS THEO 3220/5220	Music and Technology	
MUS THEO 3230/5230	Music Technology, Advanced	
Composition (focus on electronic music):		2
MUS THEO 1300	Topics in Music Composition (electronic section)	
Internships (recording and sound engineering):		1
MUS ED 3020	Music Technology Internship	
Senior Project in Music Technology:		0
MUS THEO 4900	Senior Project, Music Technology	
Music Electives *		3
Total Hours		46

* * Electives in music (limited to 3000/4000-level courses in the following areas only: MUS TECH xxxx, MUS ED xxxx, MUS THEO xxxx, MUS HIST xxxx, MUS LIT xxxx. Students who choose composition as their concentration will elect MUS THEO 3250/5250.

Interview required for admission to this program, in addition to the audition required of all music majors.

6. Music History (17 hours beyond Core)

Required

B.A. Core		29
Applied Music: [MUS APPL xxxx, excluding MUS APPL 1Nxx courses], including 2 additional hours of 3000/4000-level work in major area		4
Music Theory:		
MUS THEO 2160	Musicianship Lab IV	1
MUS THEO 3100	Analysis of Music	2
Music History:		
MUS HIST 3200/5200	Topics in Music History and Culture	3
Music History elective (select one of the following):		3
MUS HIST 3200/5200	Topics in Music History and Culture (on different topic from above requirement)	
MUS HIST 3300/5300	History of Opera	
MUS HIST 3510/5510	Music of World Cultures	
MUS HIST 3600/5600	Jazz History and Styles	
MUS HIST 4194	Senior Thesis I	2
MUS HIST 4195	Senior Thesis II	2
Total Hours		46

Four-Year Plan

Music: General Studies in Music (Track 1), B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MUS ENS Large Ensemble		1
MUS APPL 1086 Studies in Performance Seminar		
MUS APPL Applied Music		2
UNIFI/General Education or University Electives		9
MUS APPL 1467	Piano Proficiency	0
MUS THEO 1130	Musicianship Lab I	1
MUS THEO 1110	Theory I	2
MUS APPL 1470	Group Piano	0
Hours		15
Spring		
MUS ENS Large Ensemble		1
UNIFI/General Education or University Electives		6
MUS APPL 1086 Studies In Performance Seminar		
MUS APPL Applied Music		2
MUS APPL 1467	Piano Proficiency	0
MUS HIST 1010	History of Music I: Antiquity Through Baroque	3
MUS APPL 1470	Group Piano	0
MUS THEO 1120	Theory II	2
MUS THEO 1140	Musicianship Lab II	1
Hours		15
Sophomore		
Fall		
MUS THEO 2130	Theory III	2
MUS APPL 1086 Studies in Performance Seminar		
MUS HIST 1020	History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century	3
UNIFI/General Education or University Electives		6
MUS THEO 2150	Musicianship Lab III	1
MUS APPL Applied Music		2
MUS ENS Large Ensemble		1
Hours		15
Spring		
UNIFI/General Education or University Electives		9
MUS APPL Applied Music		2
MUS ENS Large Ensemble		1
MUS APPL 1086 Studies in Performance Seminar		
MUS THEO 2140	Theory IV	2
MUS THEO 2160	Musicianship Lab IV	1
Hours		15
Junior		
Fall		
MUS APPL Applied Music		2
MUS ENS Large Ensemble		1
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		12
Hours		15

Spring		
MUS THEO 3100	Analysis of Music	2
MUS APPL Applied Music		2
MUS ENS Large Ensemble		1
UNIFI/General Education or University Electives		10
MUS APPL 1086 Studies in Performance Seminar		
Hours		15
Senior		
Fall		
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		10
MUS ENS Large Ensemble		1
Music Elective		2
MUS APPL 4890	Senior Recital	0
Hours		15
Spring		
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
MUS ENS Large Ensemble		1
UNIFI/General Education or University Electives		10
Music Elective		2
MUS APPL 4890	Senior Recital	0
Hours		15
Total Hours		120

Music: Jazz Studies (Track 2), B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1110	Theory I	2
MUS THEO 1150	Aural Training I	1
MUS THEO 1130	Musicianship Lab I	1
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		8
Hours		15
Spring		
MUS ENS Large Ensemble		1
MUS TECH 1500	Instrumental Jazz Improvisation - Theory	1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		6
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1120	Theory II	2
MUS THEO 1160	Aural Training II	1
MUS THEO 1140	Musicianship Lab II	1
Hours		14

Undergraduate Majors, Minors, and Certificates

Sophomore

Fall

MUS ENS Jazz Band	1
MUS APPL Applied Music	2
MUS APPL 1086 Studies in Performance Seminar	
UNIFI/General Education or University Electives	3
MUS THEO 2130 Theory III	2
MUS THEO 2170 Aural Training III	1
MUS THEO 2150 Musicianship Lab III	1
MUS TECH 1530 Instrumental Jazz Improvisation I	1
MUS HIST 1020 History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century	3
Hours	14

Spring

MUS ENS Jazz Band	1
MUS APPL Applied Music	2
MUS APPL 1086 Studies in Performance Seminar	
UNIFI/General Education or University Electives	9
MUS THEO 2140 Theory IV	2
Hours	14

Junior

Fall

MUS ENS Jazz Combo	1
MUS APPL Applied Music	2
MUS APPL 1086 Studies in Performance Seminar	
UNIFI/General Education or University Electives	7
MUS TECH 1550 Instrumental Jazz Improvisation II	1
MUS THEO 3270/5270 Jazz Arranging I	2
MUS ENS 1160 Jazz Band	1
Hours	14

Spring

MUS ENS Jazz Combo	1
MUS APPL Applied Music	2
MUS APPL 1086 Studies in Performance Seminar	
UNIFI/General Education or University Electives	9
MUS ENS 1160 Jazz Band	1
MUS THEO 3280/5280 Jazz Arranging II	2
Hours	15

Senior

Fall

MUS ENS Jazz Band	1
UNIFI/General Education or University Electives	14
MUS HIST 3600/5600 Jazz History and Styles	3
MUS APPL Jazz Improvisation	1
Hours	19

Spring

MUS ENS Jazz Band	1
UNIFI/General Education or University Electives	12
MUS THEO 3320/5320 Jazz Composition Class	1
MUS APPL Jazz Improvisation	1
Hours	15
Total Hours	120

Music: String Pedagogy (Track 3), B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester

schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1110	Theory I	2
MUS THEO 1150	Aural Training I	1
MUS THEO 1250	Sight-Singing I	1
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		6
Hours		13

Spring

MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		6
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1120	Theory II	2
MUS THEO 1160	Aural Training II	1
MUS THEO 1260	Sight-Singing II	1
MUS HIST 1010	History of Music I: Antiquity Through Baroque	3
MUS ENS 1121	Chamber Music	1
Hours		17

Sophomore

Fall

MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		6
MUS THEO 2130	Theory III	2
MUS THEO 2170	Aural Training III	1
MUS THEO 2270	Sight-Singing III	1
MUS HIST 1020	History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century	3
MUS ED 1100	Instrumental Techniques (low strings)	1
Hours		17

Spring

MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		6
MUS THEO 2140	Theory IV	2
MUS HIST 1030	History of Music III: Romantic, Twentieth, and Twenty-First Centuries	3
MUS ENS 1121	Chamber Music	1
Hours		15

Junior

Fall

MUS APPL Applied Music (secondary area)		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		9
MUS ENS Large Ensemble		1

Undergraduate Majors, Minors, and Certificates

MUS ED 3380/5380	Instrumental Pedagogy	2
MUS ED 1100	Instrumental Techniques (high strings)	1
Hours		15
Spring		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		9
MUS THEO 3100	Analysis of Music	2
MUS ED 3380/5380	Instrumental Pedagogy	2
Hours		16
Senior		
Fall		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		9
MUS ED 3030	Internship in String Pedagogy	1
Hours		13
Spring		
MUS APPL 4890	Senior Recital	0
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		8
MUS ED 4161	Instrumental Methods: Strings	1
MUS ED 3030	Internship in String Pedagogy	1
MUS LIT 3200/5200	Performance Literature:	2
Hours		15
Total Hours		121

Music: Performing Arts Management (Track 4), B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1110	Theory I	2
MUS THEO 1130	Musicianship Lab I	1
MUS HIST 1010	History of Music I: Antiquity Through Baroque	3
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		6
Hours		15
Spring		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2

MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		9
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1120	Theory II	2
MUS THEO 1140	Musicianship Lab II	1
Hours		15

Sophomore

Fall		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		3
ACCT 2120	Principles of Financial Accounting	3
MUS THEO 2130	Theory III	2
MUS THEO 2150	Musicianship Lab III	1
MUS HIST 1020	History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century	3
Hours		15

Spring		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		6
MUS THEO 2140	Theory IV	2
ECON 1031	Introduction to Business Economics	3
Hours		14

Junior

Fall		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		6
MKTG 2110	Principles of Marketing	3
MGMT 3153	Organizational Management	3
Hours		15

Spring		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		9
MUS TECH 3130/5130	Arts Entrepreneurship I	3
Hours		15

Senior

Fall		
MUS ENS Large Ensemble		1
MUS TECH 3140/5140	Arts Entrepreneurship II	3
MUS ED 3010	Performing Arts Management Internship	1
UNIFI/General Education or University Electives		10
Hours		15

Spring		
MUS ENS Large Ensemble		1
MUS TECH 4130	Senior Project, Performing Arts Management	0
MUS ED 3010	Performing Arts Management Internship	1

UNIFI/General Education or University Electives	14
Hours	16
Total Hours	120

Music: Music Technology (Track 5), B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1110	Theory I	2
MUS THEO 1130	Musicianship Lab I	1
MUS HIST 1010	History of Music I: Antiquity Through Baroque	3
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		6
Hours		15
Spring		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		8
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1120	Theory II	2
MUS THEO 1160	Aural Training II	1
MUS THEO 1140	Musicianship Lab II	1
Hours		15
Sophomore		
Fall		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		6
MUS THEO 2130	Theory III	2
MUS THEO 2170	Aural Training III	1
MUS THEO 2150	Musicianship Lab III	1
MUS HIST 1020	History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century	3
Hours		16
Spring		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		10
MUS THEO 2140	Theory IV	2
MUS THEO 1300	Topics in Music Composition (must take Electronic)	2
Hours		17

Junior

Fall

MUS ENS Large Ensemble	1
MUS APPL Applied Music	2
MUS APPL 1086 Studies in Performance Seminar	
UNIFI/General Education or University Electives	9
MUS THEO 3220/5220 Music and Technology	4
Hours	16

Spring

MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		6
Music Elective		1
MUS ENS Large Ensemble		1
COMM DM 2950	Applied Digital Media	1
MUS THEO 3230/5230	Music Technology, Advanced	4
Hours		15

Senior

Fall

MUS ENS Large Ensemble		1
UNIFI/General Education or University Electives		11
MUS ED 3020	Music Technology Internship	1
COMM DM 2950	Applied Digital Media	1
Hours		14

Spring

COMM DM 2950	Applied Digital Media	1
MUS ENS Large Ensemble		1
Music Elective		2
UNIFI/General Education or University Electives		8
MUS THEO 4900	Senior Project, Music Technology	0
Hours		12
Total Hours		120

Music: Music History (Track 6), B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1110	Theory I	2
MUS THEO 1130	Musicianship Lab I	1
MUS APPL 1086 Studies in Performance Seminar		
MUS APPL Applied Music		2
MUS ENS Large Ensemble		1
UNIFI/General Education or University Electives		6
Hours		12
Spring		
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS HIST 1010	History of Music I: Antiquity Through Baroque	3
MUS THEO 1120	Theory II	2
MUS THEO 1160	Aural Training II	1

Undergraduate Majors, Minors, and Certificates

MUS THEO 1140	Musicianship Lab II	1
MUS APPL 1086 Studies in Performance Seminar		
MUS APPL Applied Music		2
MUS ENS Large Ensemble		1
UNIFI/General Education or University Electives		6
Hours		16

Sophomore

Fall		
MUS HIST 1020	History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century	3
MUS THEO 2130	Theory III	2
MUS THEO 2150	Musicianship Lab III	1
MUS APPL 1086 Studies in Performance Seminar		
MUS APPL Applied Music		2
MUS ENS Large Ensemble		1
UNIFI/General Education or University Electives		6
Hours		15

Spring		
MUS THEO 2140	Theory IV	2
MUS THEO 2160	Musicianship Lab IV	1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
MUS ENS Large Ensemble		1
UNIFI/General Education or University Electives		9
Hours		15

Junior		
Fall		
MUS APPL Applied Music		2
MUS ENS Large Ensemble		1
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		12
Hours		15

Spring		
MUS APPL 1086 Studies in Performance Seminar		
MUS APPL Applied Music		2
MUS ENS Large Ensemble		1
MUS HIST 3100 or 3110 or 3120 or 3140 or 3150 or 3200 or 3300 or 3510 or 3600		3
MUS THEO 3100	Analysis of Music	2
UNIFI/General Education or University Electives		8
Hours		16

Senior		
Fall		
MUS APPL 1086 Studies in Performance Seminar		
MUS APPL Applied Music		2
MUS ENS Large Ensemble		1
MUS HIST 3100 or 3110 or 3120 or 3140 or 3150 or 3200 or 3300 or 3510 or 3600		3
MUS HIST 4194	Senior Thesis I	2
UNIFI/General Education or University Electives		8
Hours		16

Spring		
MUS APPL 4890	Senior Recital	0
MUS APPL 1086 Studies in Performance Seminar		
MUS APPL Applied Music		2
MUS ENS Large Ensemble		1
Music Elective		2
MUS HIST 4195	Senior Thesis II	2

UNIFI/General Education or University Electives	8
Hours	15
Total Hours	120

Learning Outcomes

Music: General Studies in Music (Track 1), B.A.

- Performance. Students will perform in at least one major area (instrument, voice, or composition).
- Music Theory. Students shall demonstrate a functional knowledge of the harmonic language and grammar of music from the common practice period.
- Sight Singing. Students shall demonstrate proficiency in singing a melody at sight.
- Music History. Students shall demonstrate a thorough knowledge of music history and literature, including recognition of music from important historical periods and styles.
- Critical Thinking. Students shall demonstrate integration and synthesis of their understanding of music through a written presentation.
- **Specialization. This is a general degree, there is no area of specialization.**

Music: Jazz Studies (Track 2), B.A.

- Performance. Students will perform in at least one major area (instrument, voice, or composition).
- Music Theory. Students shall demonstrate a functional knowledge of the harmonic language and grammar of music from the common practice period.
- Sight Singing. Students shall demonstrate proficiency in singing a melody at sight.
- Music History. Students shall demonstrate a thorough knowledge of music history and literature, including recognition of music from important historical periods and styles.
- Critical Thinking. Students shall demonstrate integration and synthesis of their understanding of music through a written presentation.
- Specialization. Students shall demonstrate mastery of the foundational principles of jazz music in the areas of theory, composition, arranging, improvisation, history, and ensemble performance.

Music: String Pedagogy (Track 3), B.A.

- Performance. Students will perform in at least one major area (instrument, voice, or composition).
- Music Theory. Students shall demonstrate a functional knowledge of the harmonic language and grammar of music from the common practice period.
- Sight Singing. Students shall demonstrate proficiency in singing a melody at sight.
- Music History. Students shall demonstrate a thorough knowledge of music history and literature, including recognition of music from important historical periods and styles.
- Critical Thinking. Students shall demonstrate integration and synthesis of their understanding of music through a written presentation.

- Specialization. Students shall demonstrate mastery of the foundational principles of string pedagogy.

Music: Performing Arts Management (Track 4), B.A.

- Performance. Students will perform in at least one major area (instrument, voice, or composition).
- Music Theory. Students shall demonstrate a functional knowledge of the harmonic language and grammar of music from the common practice period.
- Sight Singing. Students shall demonstrate proficiency in singing a melody at sight.
- Music History. Students shall demonstrate a thorough knowledge of music history and literature, including recognition of music from important historical periods and styles.
- Critical Thinking. Students shall demonstrate integration and synthesis of their understanding of music through a written presentation.
- Specialization. Students shall demonstrate knowledge of management systems and skills in arts organizations, including the ability to independently develop, implement and manage an arts administration project.

Music: Music Technology (Track 5), B.A.

- Performance. Students will perform in at least one major area (instrument, voice, or composition).
- Music Theory. Students shall demonstrate a functional knowledge of the harmonic language and grammar of music from the common practice period.
- Sight Singing. Students shall demonstrate proficiency in singing a melody at sight.
- Music History. Students shall demonstrate a thorough knowledge of music history and literature, including recognition of music from important historical periods and styles.
- Critical Thinking. Students shall demonstrate integration and synthesis of their understanding of music through a written presentation.
- Specialization. Students shall demonstrate knowledge and proficiency in use of current music technology including computer software programs, audio recording technology, and electronic media.

Music: Music History (Track 6), B.A.

- Performance. Students will perform in at least one major area (instrument, voice, or composition).
- Music Theory. Students shall demonstrate a functional knowledge of the harmonic language and grammar of music from the common practice period.
- Sight Singing. Students shall demonstrate proficiency in singing a melody at sight.
- Music History. Students shall demonstrate a thorough knowledge of music history and literature, including recognition of music from important historical periods and styles.
- Critical Thinking. Students shall demonstrate integration and synthesis of their understanding of music through a written presentation.

- Specialization. Students shall demonstrate knowledge and proficiency in use of current music history research tools, both print and electronic sources, as well as methods for documentation.

Policies

Music majors on all degree programs must choose an area of applied music (MUS APPL xxxx) for specialization and must meet the proficiency standards of the School of Music. The total required applied hours indicated for each major must be completed on one of the specialization instruments or voice on which the student auditioned. Dividing the required applied hours among various instruments, or voice and instrument(s), will not satisfy the applied music portion of any of the degree programs.

Auditions: All music majors pursuing Bachelor of Music (B.M.) degree programs must pass a musical performance audition on the instrument/voice of the student's choice for admission to the School of Music. All music majors pursuing the Bachelor of Arts (B.A.) degree programs must pass a musical performance audition on the instrument/voice of the student's choice or submit a composition portfolio.

Piano Proficiency: Required of **all** majors. All freshmen will enroll in group piano class or applied piano continuously (semester by semester) until piano proficiency has been passed. For Music Education majors, requirements must be completed prior to student teaching.

Piano proficiency requirements for each of the degree programs:

BA, all six tracks: Group Piano II (C- or better)

BM Performance, both vocal and instrumental: Group Piano II (C- or better)

BM Education, Instrumental: Group Piano III (C or better) + Proficiency Exam Passed

BM Education, Vocal: Group Piano III (C or better) + Proficiency Exam Passed followed by 2 semesters of Applied Piano Beyond Proficiency: MUS APPL 2600

BM Composition Theory: Group Piano III (C or better) + Proficiency Exam Passed followed by 2 semesters of Applied Piano Beyond Proficiency: MUS APPL 2600

Vocal and Instrumental Competency: Required of all Music Education Majors. Instrumental students (Specialization B and C) will attend special sections of MUS ED 1100 Instrumental Techniques taught by instrumental faculty. Keyboard majors enrolling for Specialization A must also satisfy vocal proficiency as determined by the voice faculty.

Foreign Language: Bachelor of Music Performance Voice majors are required to complete one semester (6 hours total) at the college/university level in each of two foreign languages (selected from Italian, German, or French).

Large Ensembles: In addition to applied music, all music majors must participate in at least one of the designated large ensembles for a minimum of 8 semesters (6 semesters for students in the music education program). Participation in large ensembles will be continuous from the first semester of residence until completion of the requirement. Participation in ensemble

Undergraduate Majors, Minors, and Certificates

[MUS ENS 1120, MUS ENS 3120/5120] does not satisfy the large ensemble requirement. Auditions are required for all ensembles in the School of Music, and students will be assigned to ensembles according to audition results.

- Wind and percussion students will be assigned to an appropriate instrumental ensemble. All wind and percussion students who are pursuing the degree of Bachelor of Music in Music Education are required to participate in marching band for two semesters **on their primary instrument, and may only use marching band for large ensemble credit for two semesters.** (It is strongly recommended that this requirement be fulfilled during the freshman and sophomore years.) B.M. Music, Jazz Specializations majors will be assigned to the appropriate large jazz ensemble (sections 01, 02, or 03).
- In the fall semester, participation in either Jazz Band I or II may satisfy the large ensemble requirement for students in select degree programs or those who have completed their respective marching band requirements. All students must meet audition requirements for the two above ensembles.
- String players will participate in the orchestra.
- The initial choral ensemble for all freshmen voice students will be either UNI Singers or Cecilians. Freshmen are limited to participation in only one vocal large ensemble. Students performing targeted roles in UNI Opera main stage productions are exempt from ensemble participation for four (4) weeks preceding the final performance of the production.
- Composition and Keyboard majors will audition for either an instrumental or a choral large ensemble. Keyboard majors in the music education program shall participate in an ensemble appropriate to their specialization.

Music Education - Teaching B.M.

Music Education - Teaching Major (Extended Program)

The B.M. Music Education major requires a minimum of 123 total hours for Specialization A, minimum of 124 total hours for Specialization B, and a minimum of 130 total hours for Specialization C to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, the Educator Essentials requirements, and the specified major requirements to complete the minimum of 123, 124 or 130 hours (depending on specialization).

This major leads to endorsement #144: K-8 Music and #145: 5-12 Music.

Required

Music, Organizations and Ensembles (MUS ENS xxxx)	6
Applied Music [MUS APPL xxxx, excluding MUS APPL 1Nxx courses] see specializations below:	
Music Education and Methods:	
MUS ED 3410 Elementary/General Music Methods *	3
Music Theory:	
MUS THEO 1110 Theory I	2

MUS THEO 1120	Theory II	2
MUS THEO 1130	Musicianship Lab I	1
MUS THEO 1140	Musicianship Lab II	1
MUS THEO 2130	Theory III	2
MUS THEO 2140	Theory IV ^{This course is not required for Specialization C (Jazz).}	2
MUS THEO 2150	Musicianship Lab III	1
MUS THEO 2160	Musicianship Lab IV ^{This course is not required for Specialization C (Jazz).}	1

Music History and Musicology:

MUS HIST 1010	History of Music I: Antiquity Through Baroque	3
MUS HIST 1020	History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century ^{This course is not required for Specialization C (Jazz).}	3

Core total applicable to Specializations A and B: 27

Core total applicable to Specialization C: 21

Major total with Specialization A 53

Major total with Specialization B 56

Major total with Specialization C 60

* Music Education majors (all tracks) can count MUS ED 3410 Elementary/General Music Methods for category 4 of Educator Essentials.

Specializations (choose A, B, or C below)-

Specialization A (Choral/General: K-8, 5-12)

Applied Music: [MUS APPL xxxx, excluding MUS APPL 1Nxx courses], including at least 4 hours of 3000/4000-level work in major area: 12

Applied Music: Applied Piano: *

MUS APPL 2600	Applied Piano Beyond Proficiency	2

Music Techniques:

MUS TECH 1180	Conducting I--Choral	2
MUS TECH 1220	Conducting II--Choral	3
MUS TECH 1300	Diction for Singers I	1
MUS TECH 1310	Diction for Singers II	1
MUS ED 3680	Instrumental Methods for Choral Majors	1
MUS ED 1750	Guitar in the Classroom	2
MUS ED 3300/5300	Vocal Pedagogy and Vocology	2

Total Hours 26

* Taken beyond MUS APPL 1467.

Professional Experiences

Required:

EDUC 2344	Teaching Methods I: Introduction to Music Education *, **	2

EDUC 2444	Teaching Internship I: Music Education	2
EDUC 3544/5544	Teaching Methods II: Choral Methods and Materials *	3
EDUC 3644/5644	Teaching Internship II: Music Education	2
EDUC 4140	Special Area Teaching: Art, ESL, Music, and Physical Education	12
Total Hours		21

* A grade of C (2.00) or higher is required for all Methods courses.

**Music Education majors (all tracks) can count EDUC 2344 for category 5 of Educator Essentials.

Specialization B (Instrumental/General: K-8, 5-12)

Applied Music [MUS APPL xxxx, excluding MUS APPL 1Nxx courses], including at least 4 hours of 3000/4000-level work in major area		14
Music Techniques:		
MUS TECH 1170	Conducting I--Instrumental	2
MUS TECH 1210	Conducting II--Instrumental	3
MUS ED 1100	Instrumental Techniques *	6
MUS ED 3640	Instrumental Methods: Jazz Band	1
MUS ED 3670	Choral Methods for Instrumental Majors	1
MUS ED 4161	Instrumental Methods: Strings	1
MUS ED 4162	Instrumental Methods: Marching Band	1
Total Hours		29

* 6 hours, must include the following courses: Woodwinds I, Woodwinds II, High Brass Techniques, Low Brass Techniques, String Techniques, and Percussion Techniques.

Professional Experiences

Required:

EDUC 2344	Teaching Methods I: Introduction to Music Education *, **	2
EDUC 2444	Teaching Internship I: Music Education	2
EDUC 3545/5545	Teaching Methods II: Concert Band Methods *	1
EDUC 3644/5644	Teaching Internship II: Music Education	2
EDUC 4140	Special Area Teaching: Art, ESL, Music, and Physical Education	12
Total Hours		19

* A grade of C (2.00) or higher is required for all Methods courses.

**Music Education majors (all tracks) can count EDUC 2344 for category 5 of Educator Essentials.

Specialization C (Jazz/General: K-8, 5-12)

Applied Music [MUS APPL xxxx, excluding MUS APPL 1Nxx courses], including at least 4 hours of 3000/4000-level work in major area:	14
Music Techniques:	8

MUS TECH 1170	Conducting I--Instrumental	
MUS TECH 1210	Conducting II--Instrumental	
MUS TECH 1500	Instrumental Jazz Improvisation - Theory	
or MUS TECH 3500/5500 Instrumental Jazz Improvisation - Theory		
MUS TECH 1530	Instrumental Jazz Improvisation I	
or MUS TECH 3510/5510 Instrumental Jazz Improvisation I		
MUS TECH 1550	Instrumental Jazz Improvisation II	
or MUS TECH 3550/5550 Instrumental Jazz Improvisation II		
MUS ED 3670	Choral Methods for Instrumental Majors	1
MUS ED 1100	Instrumental Techniques *	6
MUS ED 3640	Instrumental Methods: Jazz Band	1
MUS ED 4161	Instrumental Methods: Strings	1
MUS ED 4162	Instrumental Methods: Marching Band	1
Music Theory:		
MUS THEO 3270/5270	Jazz Arranging I	2
MUS THEO 3280/5280	Jazz Arranging II	2
Music History and Musicology:		
MUS HIST 3600/5600	Jazz History and Styles	3
Total Hours		39

* 6 hours must include the following courses: Woodwinds I, Woodwinds II, High Brass Techniques, Low Brass Techniques, String Techniques, and Percussion Techniques.

Professional Experiences:

Required:

EDUC 2344	Teaching Methods I: Introduction to Music Education *, **	2
EDUC 2444	Teaching Internship I: Music Education	2
EDUC 3545/5545	Teaching Methods II: Concert Band Methods *	1
EDUC 3644/5644	Teaching Internship II: Music Education	2
EDUC 4140	Special Area Teaching: Art, ESL, Music, and Physical Education	12
Total Hours		19

* A grade of C (2.00) or higher is required for all Methods courses.

Undergraduate Majors, Minors, and Certificates

**Music Education majors (all tracks) can count EDUC 2344 for category 5 of Educator Essentials.

Additional Major Requirements:

- 1. For all specializations: degree recital (half recital), which must be completed prior to student teaching.
- 2. For specialization C (Jazz): two (2) semesters of jazz combo are required in addition to the large ensemble requirement (6 hours) of orchestra, chorus or band.
- 3. For all specializations: students must have a minimum grade of C in all music subjects and pass the degree recital in order to qualify for student teaching.
- 4. Large ensemble requirements for guitar majors can be fulfilled by participation in either Jazz I, II, III, or IV, or a jazz combo.

Note: Students declaring the Jazz Specialization C cannot double major in Instrumental Specialization B within the Music Education Major.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner 3

EDPSYCH 1500	Reflections on Learning
EDPSYCH 2068	Development and Learning in Sociocultural Contexts
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)

Category 2: Social Contexts of Learning 3

SOCFOUND 2119	Social & Cultural Foundations of Education
SOCFOUND 2134	A Modern History of Education in the United States
SOCFOUND 2334	Education Policy and Politics of Education
TESOL 2015	Language Today

Category 3: Education for All 3

KINES 4152	Adapted Physical Education
SOCFOUND 3334	Education, Power, and Change
SOCFOUND 3434	Social Movements and Education
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms
TESOL 3710	Content Area Strategies for English Language Learners

Category 4: The Classroom Environment 3

EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom
EDPSYCH 3300	Level Up: Gamified Learning Environments

ECIE 4151	Early Childhood Curriculum Development and Organization
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments
SOCFOUND 3219	Critical Perspectives on Technology and Education

Category 5: Effective Pedagogy 3

ARTED 4600	Expressive Learning Assessment
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age
MEASRES 3510	Assessment for Learning
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment

Category 6: The Professional Educator 3

ECIE 3149	Child, Family, School and Community Relationships
SOCFOUND 3519	Teacher Leadership & Educational Change
TEACHING 3177	Collaborative Partnerships for Educators

Total Hours 18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

Music Education: Choral/General, B.M.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS APPL	Applied Music	2
MUS APPL 1086	Studies in Performance Seminar	
MUS ENS	Large Ensemble	1
MUS THEO 1110	Theory I	2
MUS THEO 1150	Aural Training I	1
MUS THEO 1130	Musicianship Lab I	1
UNIFI/General Education or University Electives		7
Hours		14
Spring		
MUS APPL 1467	Piano Proficiency	0
MUS APPL	Applied Music	2
MUS APPL 1086	Studies in Performance Seminar	
MUS ENS	Large Ensemble	1
MUS THEO 1120	Theory II	2
MUS THEO 1140	Musicianship Lab II	1

Undergraduate Majors, Minors, and Certificates

MUS THEO 1160	Aural Training II	1
Educator Essentials Course		3
TEACHING 2020	Introduction to Teaching: Exploring Options	1
UNIFI/General Education or University Electives		5
MUS TECH 1300	Diction for Singers I	1
Hours		17
Sophomore		
Fall		
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
MUS ENS Large Ensemble		1
EDUC 2344	Teaching Methods I: Introduction to Music Education	2
EDUC 2444	Teaching Internship I: Music Education	2
MUS HIST 1010	History of Music I: Antiquity Through Baroque	3
MUS TECH 1310	Diction for Singers II	1
MUS THEO 2130	Theory III	2
MUS THEO 2170	Aural Training III	1
MUS THEO 2150	Musicianship Lab III	1
UNIFI/General Education or University Electives		3
Hours		18
Spring		
MUS APPL 1470	Group Piano	0
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
MUS ENS Large Ensemble		1
MUS ED 1750	Guitar in the Classroom	2
MUS HIST 1020	History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century	3
MUS THEO 2140	Theory IV	2
MUS THEO 2160	Musicianship Lab IV	1
UNIFI/General Education or University Electives		3
Educator Essentials Course		3
Hours		17
Junior		
Fall		
MUS APPL 2600	Applied Piano Beyond Proficiency	1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
MUS ENS Large Ensemble		1
MUS ED 3410	Elementary/General Music Methods	3
MUS TECH 1180	Conducting I--Choral	2
Educator Essentials Course		3
UNIFI/General Education or University Electives		2
Hours		14
Spring		
MUS APPL 4890	Senior Recital	0
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
MUS ED 3300/5300	Vocal Pedagogy and Vocology	2
EDUC 3544/5544	Teaching Methods II: Choral Methods and Materials	3

EDUC 3644/5644	Teaching Internship II: Music Education	2
MUS ED 3680	Instrumental Methods for Choral Majors	1
MUS ENS Large Ensemble		1
MUS TECH 1220	Conducting II--Choral	3
UNIFI/General Education or University Electives		2
Hours		16
Summer		
UNIFI/General Education or University Electives		3
Hours		3
Senior		
Fall		
MUS APPL 2600	Applied Piano Beyond Proficiency	1
Educator Essentials Course		3
UNIFI/General Education or University Electives		8
Hours		12
Spring		
EDUC 4140	Special Area Teaching: Art, ESL, Music, and Physical Education	12
Hours		12
Total Hours		123

Music Education: Instrumental/General, B.M.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1110	Theory I	2
MUS THEO 1130	Musicianship Lab I	1
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		8
Hours		14
Spring		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
MUS ED 1100 Lab		
UNIFI/General Education or University Electives		5
MUS APPL 1467	Piano Proficiency	0
MUS THEO 1120	Theory II	2
MUS THEO 1140	Musicianship Lab II	1
MUS ED 1100	Instrumental Techniques	1
TEACHING 2020	Introduction to Teaching: Exploring Options	1
Educator Essentials Course		3
Hours		16
Sophomore		
Fall		
MUS ED 1100 Lab		

Undergraduate Majors, Minors, and Certificates

MUS ENS Large Ensemble	1
MUS APPL Applied Music	2
MUS APPL 1086 Studies in Performance Seminar	
UNIFI/General Education or University Electives	3
MUS APPL 1467 Piano Proficiency	0
MUS APPL 1470 Group Piano	0
EDUC 2344 Teaching Methods I: Introduction to Music Education	2
EDUC 2444 Teaching Internship I: Music Education	2
MUS THEO 2130 Theory III	2
MUS THEO 2150 Musicianship Lab III	1
MUS HIST 1010 History of Music I: Antiquity Through Baroque	3
MUS ED 1100 Instrumental Techniques	1
Hours	17
Spring	
MUS ED 1100 Lab	
MUS ENS Large Ensemble	1
MUS APPL Applied Music	2
MUS APPL 1086 Studies in Performance Seminar	
UNIFI/General Education or University Electives	6
MUS APPL 1470 Group Piano	0
MUS THEO 2140 Theory IV	2
MUS THEO 2160 Musicianship Lab IV	1
MUS HIST 1020 History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century	3
MUS ED 1100 Instrumental Techniques	1
Hours	16
Junior	
Fall	
MUS ED 1100 Lab	
MUS ED 4162 Instrumental Methods: Marching Band	1
MUS ENS Large Ensemble	1
MUS APPL Applied Music	2
MUS APPL 1086 Studies in Performance Seminar	
Educator Essentials Courses	6
MUS TECH 1170 Conducting I--Instrumental	2
MUS ED 1100 Instrumental Techniques	1
MUS ED 3410 Elementary/General Music Methods	3
Hours	16
Spring	
MUS ED 4161 Instrumental Methods: Strings	1
MUS ED 1100 Lab	
MUS ENS Large Ensemble	1
MUS APPL Applied Music	2
MUS APPL 1086 Studies in Performance Seminar	
UNIFI/General Education or University Electives	6
MUS TECH 1210 Conducting II--Instrumental	3
MUS ED 3640 Instrumental Methods: Jazz Band	1
MUS ED 1100 Instrumental Techniques	1
MUS ED 3670 Choral Methods for Instrumental Majors	1
Hours	16
Summer	
UNIFI/General Education or University Electives	3
Hours	3

Senior	
Fall	
MUS ED 1100 Lab	
MUS APPL Applied Music	2
MUS APPL 1086 Studies in Performance Seminar	
UNIFI/General Education or University Electives	5
Educator Essentials Courses	3
MUS ED 1100 Instrumental Techniques	1
MUS APPL 4890 Senior Recital	0
EDUC 3644/5644 Teaching Internship II: Music Education	2
EDUC 3545/5545 Teaching Methods II: Concert Band Methods	1
Hours	14
Spring	
EDUC 4140 Special Area Teaching: Art, ESL, Music, and Physical Education	12
Hours	12
Total Hours	124

Music Education: Jazz/General, B.M.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1110	Theory I	2
MUS THEO 1130	Musicianship Lab I	1
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		7
Hours		13
Spring		
MUS ED 1100 Lab		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		5
MUS APPL 1467	Piano Proficiency	0
MUS ED 1100	Instrumental Techniques	1
MUS THEO 1120	Theory II	2
MUS THEO 1140	Musicianship Lab II	1
TEACHING 2020	Introduction to Teaching: Exploring Options	1
Educator Essentials Course		3
Hours		16
Sophomore		
Fall		
MUS ED 1100 Lab		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		3

Undergraduate Majors, Minors, and Certificates

MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 2130	Theory III	2
MUS THEO 2150	Musicianship Lab III	1
MUS HIST 1010	History of Music I: Antiquity Through Baroque	3
EDUC 2344	Teaching Methods I: Introduction to Music Education	2
EDUC 2444	Teaching Internship I: Music Education	2
MUS ED 1100	Instrumental Techniques	1
Hours		17

Spring

MUS ED 1100 Lab		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		6
MUS APPL 1470	Group Piano	0
MUS TECH 1500	Instrumental Jazz Improvisation - Theory	1
MUS ED 1100	Instrumental Techniques	1
Educator Essentials Course		3
Hours		14

Junior

Fall

MUS ED 1100 Lab		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
Educator Essentials Course		3
MUS TECH 1170	Conducting I--Instrumental	2
MUS TECH 3530/5530	Instrumental Jazz Improvisation I	1
MUS ED 3410	Elementary/General Music Methods	3
MUS THEO 3270/5270	Jazz Arranging I	2
MUS ED 1100	Instrumental Techniques	1
MUS ENS 1160	Jazz Band	1
Hours		16

Spring

MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		5
MUS TECH 1210	Conducting II--Instrumental	3
MUS THEO 3280/5280	Jazz Arranging II	2
MUS ENS 1160	Jazz Band	1
Hours		14

Senior

Fall

MUS ED 1100 Lab		
MUS ED 4162	Instrumental Methods: Marching Band	1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		5
Educator Essentials Course		3
MUS APPL 4890	Senior Recital	0
MUS HIST 3600/5600	Jazz History and Styles	3
MUS ED 1100	Instrumental Techniques	1

MUS TECH 3550/5550	Instrumental Jazz Improvisation II	1
Hours		16

Spring

MUS ED 1100 Lab		
MUS ED 4161	Instrumental Methods: Strings	1
UNIFI/General Education or University Electives		5
MUS ED 3640	Instrumental Methods: Jazz Band	1
MUS ED 1100	Instrumental Techniques	1
EDUC 3545/5545	Teaching Methods II: Concert Band Methods	1
MUS ED 3670	Choral Methods for Instrumental Majors	1
EDUC 3644/5644	Teaching Internship II: Music Education	2
Hours		12

Fifth Year

Fall

EDUC 4140	Special Area Teaching: Art, ESL, Music, and Physical Education	12
Hours		12
Total Hours		130

Learning Outcomes

Music Education: Choral/General, B.M.

- Performance. Students will perform in at least one major area (instrument, voice, or composition).
- Music Theory. Students shall demonstrate a functional knowledge of the harmonic language and grammar of music from the common practice period.
- Sight Singing. Students shall demonstrate proficiency in singing a melody at sight.
- Music History. Students shall demonstrate a thorough knowledge of music history and literature, including recognition of music from important historical periods and styles.
- Critical Thinking. Students shall demonstrate integration and synthesis of their understanding of music through a written presentation.
- Specialization: Students will demonstrate mastery of the foundational principles of choral/general music education including teaching methods, educational philosophy, and technical/musical skills necessary for teaching music at the K-12 level.

Music Education: Instrumental/General, B.M.

- Performance. Students will perform in at least one major area (instrument, voice, or composition).
- Music Theory. Students shall demonstrate a functional knowledge of the harmonic language and grammar of music from the common practice period.
- Sight Singing. Students shall demonstrate proficiency in singing a melody at sight.
- Music History. Students shall demonstrate a thorough knowledge of music history and literature, including recognition of music from important historical periods and styles.

Undergraduate Majors, Minors, and Certificates

- **Critical Thinking.** Students shall demonstrate integration and synthesis of their understanding of music through a written presentation.
- **Specialization:** Students will demonstrate mastery of the foundational principles of instrumental/general music education including teaching methods, educational philosophy, and technical/musical skills necessary for teaching music at the K-12 level.

Music Education: Jazz/General, B.M.

- **Performance.** Students will perform in at least one major area (instrument, voice, or composition).
- **Music Theory.** Students shall demonstrate a functional knowledge of the harmonic language and grammar of music from the common practice period.
- **Sight Singing.** Students shall demonstrate proficiency in singing a melody at sight.
- **Music History.** Students shall demonstrate a thorough knowledge of music history and literature, including recognition of music from important historical periods and styles.
- **Critical Thinking.** Students shall demonstrate integration and synthesis of their understanding of music through a written presentation.
- **Specialization:** Students shall demonstrate mastery of the foundational principles of jazz music in the areas of theory, arranging, improvisation, history, and ensemble performance.

Policies

Music majors on all degree programs must choose an area of applied music (MUS APPL xxxx) for specialization and must meet the proficiency standards of the School of Music. The total required applied hours indicated for each major must be completed on one of the specialization instruments or voice on which the student auditioned. Dividing the required applied hours among various instruments, or voice and instrument(s), will not satisfy the applied music portion of any of the degree programs.

Auditions: All music majors pursuing Bachelor of Music (B.M.) degree programs must pass a musical performance audition on the instrument/voice of the student's choice for admission to the School of Music. All music majors pursuing the Bachelor of Arts (B.A.) degree programs must pass a musical performance audition on the instrument/voice of the student's choice or submit a composition portfolio.

Piano Proficiency: Required of all majors. All freshmen will enroll in group piano class or applied piano continuously (semester by semester) until piano proficiency has been passed. For Music Education majors, requirements must be completed prior to student teaching.

Piano proficiency requirements for each of the degree programs:

BA, all six tracks: Group Piano II (C- or better)

BM Performance, both vocal and instrumental: Group Piano II (C- or better)

BM Education, Instrumental: Group Piano III (C or better) + Proficiency Exam Passed

BM Education, Vocal: Group Piano III (C or better) + Proficiency Exam Passed followed by 2 semesters of Applied Piano Beyond Proficiency: MUS APPL 2600

BM Composition Theory: Group Piano III (C or better) + Proficiency Exam Passed followed by 2 semesters of Applied Piano Beyond Proficiency: MUS APPL 2600

Vocal and Instrumental Competency: Required of all Music Education Majors. Instrumental students (Specialization B and C) will attend special sections of MUS ED 1100 Instrumental Techniques taught by instrumental faculty. Keyboard majors enrolling for Specialization A must also satisfy vocal proficiency as determined by the voice faculty.

Foreign Language: Bachelor of Music Performance Voice majors are required to complete one semester (6 hours total) at the college/university level in each of two foreign languages (selected from Italian, German, or French).

Large Ensembles: In addition to applied music, all music majors must participate in at least one of the designated large ensembles for a minimum of 8 semesters (6 semesters for students in the music education program). Participation in large ensembles will be continuous from the first semester of residence until completion of the requirement. Participation in ensemble [MUS ENS 1120, MUS ENS 3120/5120] does not satisfy the large ensemble requirement. Auditions are required for all ensembles in the School of Music, and students will be assigned to ensembles according to audition results.

- Wind and percussion students will be assigned to an appropriate instrumental ensemble. All wind and percussion students who are pursuing the degree of Bachelor of Music in Music Education are required to participate in marching band for two semesters **on their primary instrument, and may only use marching band for large ensemble credit for two semesters.** (It is strongly recommended that this requirement be fulfilled during the freshman and sophomore years.) B.M. Music, Jazz Specializations majors will be assigned to the appropriate large jazz ensemble (sections 01, 02, or 03).
- In the fall semester, participation in either Jazz Band I or II may satisfy the large ensemble requirement for students in select degree programs or those who have completed their respective marching band requirements. All students must meet audition requirements for the two above ensembles.
- String players will participate in the orchestra.
- The initial choral ensemble for all freshmen voice students will be either UNI Singers or Cecilians. Freshmen are limited to participation in only one vocal large ensemble. Students performing targeted roles in UNI Opera main stage productions are exempt from ensemble participation for four (4) weeks preceding the final performance of the production.
- Composition and Keyboard majors will audition for either an instrumental or a choral large ensemble. Keyboard majors in the music education program shall participate in an ensemble appropriate to their specialization.

Nursing B.S.N. Nursing Major

The B.S.N. Nursing major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Admission to UNI Nursing Major:

1. Students must be admitted to the University of Northern Iowa based on standard admissions criteria found in UNI's catalog - <https://catalog.uni.edu/generalinformation/admissionrequirements>
2. Complete the application form for the major. Prior to filing out the application the student must have completed or be completing the prerequisite courses and cognate courses listed below.
3. Achieve a minimum extracted grade point average in prerequisite courses of 3.00 based on a 4.00 scale. A grade of C (2.00) or better must be achieved in each cognate course. Students not meeting the GPA requirement may be conditionally admitted discretion of the nursing admissions committee.
4. Prerequisite coursework must be completed in the term preceding entry into the major unless approved by the department or faculty representative. The student may be conditionally admitted to the program as long as the student is enrolled in the third semester courses and making strong progress in the enrolled courses.
5. Admissions decisions to the major are made by the nursing committee. For applicants who meet the minimum requirements, the nursing admissions committee will select the applicants who, in its judgment, are best qualified to meet the expectations of prospective members of the nursing profession.

Prior to enrolling in nursing clinical experiences, students must:

1. Complete a background check and a drug test.
2. Submit a health physical and immunization record.
3. Submit proof of current certification for Basic Life Support (BLS) from the American Heart Association.
4. Submit proof of health insurance.
5. Complete the Department of Health and Human Services (DHS) mandatory reporter training (Dependent Adult and Child Abuse).

A grade of C+ (2.33) or higher is needed for all NUR courses to count in the major.

Per the Iowa Board of Nursing regulations, nursing courses with a clinical component may not be taken by a person: a) who has been denied a license by any state board of nursing; b) whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction; c) whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

The Accelerated Bachelor of Science in Nursing (ABSN) is a fast-track option for individuals who want to become registered nurses. Students must meet the UNI residency requirements, including UNI's General Education (UNIFI) requirements, electives, and nursing

program prerequisite coursework. This program can be completed in 12 months. See Department of Nursing & Public Health for more information.

Prerequisite courses:

BIOL 1101	Principles of Anatomy & Physiology I	4
BIOL 1102	Principles of Anatomy & Physiology II	4
CHEM 1010	Principles of Chemistry	4
PH 2160	Medical Terminology, Short Course	2
STAT 1772	Introduction to Statistical Methods	3
or SOC SCI 2020	Social Sciences Statistics	
PSYCH 2202	Developmental Psychology	3
or FAM SERV 1055	Lifespan Development	

Cognate courses:

BIOL 1033	Principles of Microbiology	4
BIOL 1103	Pathophysiology	3
PH 1410	Basic Nutrition	3

Nursing:

NUR 2510	Pharmacotherapeutics in Nursing Practice	3
NUR 2575	Research and Evidence-Based Practice	3
NUR 3010	Health Assessment and Principles of Nursing Practice	6
NUR 3041	Psychiatric-Mental Health Nursing	3
NUR 3119	Population Health	3
NUR 3155	Health and Illness Concepts I: Acute and Chronic Care	6
NUR 3156	Clinical Reasoning Seminar I: Acute and Chronic Care	2
NUR 3157	Nursing Pharmacology Seminar I: Acute and Chronic Care	2
NUR 4015	Nursing Care of Women and Children	4
NUR 4075	Health and Illness Concepts II: Complex Care	4
NUR 4076	Clinical Reasoning Seminar II: Complex Care	1
NUR 4077	Nursing Pharmacology Seminar II: Complex Care	1
NUR 4200	Nursing Roles, Leadership, and Systems-Based Practice	3
NUR 4275	Health and Illness Concepts III: Emergency and Trauma Care	3
NUR 4280	Person-Centered Care Residency and Capstone	4

Undergraduate Majors, Minors, and Certificates

NUR 4299	Professional Competencies for Entry into Practice	2
Total Hours		80

Four-Year Plan

Nursing, B.S.N.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
PH 2160	Medical Terminology, Short Course	2
BIOL 1101	Principles of Anatomy & Physiology I	4
CHEM 1010	Principles of Chemistry	4
UNIFI/General Education or University Electives		6
Hours		16
Spring		
FAM SERV 1055	Lifespan Development (or PSYCH 2202 Developmental Psychology)	3
BIOL 1102	Principles of Anatomy & Physiology II	4
UNIFI/General Education or University Electives		9
Hours		16
Sophomore		
Fall		
BIOL 1033	Principles of Microbiology	4
STAT 1772	Introduction to Statistical Methods (or SOC SCI 2020 Social Sciences Statistics)	3
UNIFI/General Education or University Electives		8
Hours		15
Spring		
PH 1410	Basic Nutrition	3
BIOL 1103	Pathophysiology	3
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
NUR 2575	Research and Evidence-Based Practice	3
NUR 3010	Health Assessment and Principles of Nursing Practice	6
NUR 2510	Pharmacotherapeutics in Nursing Practice	3
UNIFI/General Education or University Electives		3
Hours		15
Spring		
NUR 3155	Health and Illness Concepts I: Acute and Chronic Care	6
NUR 3156	Clinical Reasoning Seminar I: Acute and Chronic Care	2
NUR 3157	Nursing Pharmacology Seminar I: Acute and Chronic Care	2

NUR 3041	Psychiatric-Mental Health Nursing	3
UNIFI/General Education or University Electives		3
Hours		16
Senior		
Fall		
NUR 4015	Nursing Care of Women and Children	4
NUR 3119	Population Health	3
NUR 4075	Health and Illness Concepts II: Complex Care	4
NUR 4076	Clinical Reasoning Seminar II: Complex Care	1
NUR 4077	Nursing Pharmacology Seminar II: Complex Care	1
Hours		13
Spring		
NUR 4200	Nursing Roles, Leadership, and Systems-Based Practice	3
NUR 4275	Health and Illness Concepts III: Emergency and Trauma Care	3
NUR 4280	Person-Centered Care Residency and Capstone	4
NUR 4299	Professional Competencies for Entry into Practice	2
UNIFI/General Education or University Electives		2
Hours		14
Total Hours		120

Learning Outcomes

Nursing, B.S.N.

- Students will apply clinical judgment in the delivery of care by synthesizing knowledge, skills, and technology from the established and evolving art and science of nursing, as well as from the biological, social, and behavioral sciences.
- Students will employ person-centered care in partnership with the client, identified support persons, and the healthcare team.
- Students will evaluate health equity at the population level.
- Students will integrate the best scholarly evidence into nursing practice.
- Students will apply principles of safety and quality improvement to the delivery of care.
- Students will apply collaborative practice to optimize patient care and outcomes.
- Students will apply knowledge of systems to work effectively across the continuum of care.
- Students will apply principles of professional nursing ethics in the care of individuals across the lifespan.
- Students will utilize information technologies to deliver evidence-based care.
- Students will create a personal and professional plan for long-term resilience.

Policies

Progression Policy

A C+ (2.33) or better grade is required in nursing coursework (courses with a NUR prefix) to pass a course. Failure in three nursing courses

will result in dismissal from the program. For courses with both theory and clinical components, grades of C+ or above are considered passing in the nursing program.

Dismissal from Nursing Program

Students are subject to dismissal from the BSN Program for academic or professional reasons under any of the following conditions:

- Being placed on clinical probation for a second time.
- Course failure (a grade less than a C+ (2.33) in two nursing courses.
- A failing grade in pathophysiology and microbiology courses.
- Consistently exhibiting unprofessional behavior is considered unacceptable for both study and a career in nursing.
- Failure to remove or successfully resolve clinical probation status.
- Acts of dishonesty or unethical behavior.
- Providing unsafe care

The Chief Academic Nurse administrator will notify students dismissed from the BSN program via their UNI email. Students dismissed from the BSN Program may apply to transfer to another UNI program. They are subject to the transferring department's rules and regulations.

Re-admission to Nursing Program

Students can appeal the dismissal to the Nursing Admissions and Progression Committee. The decisions of the Committee are final. See Nursing & Public Health Department for further details.

Performance B.M.

Performance Major

The B.M. Performance major requires a minimum of 120 total hours to graduate for Track A (Instrumental), 120 hours to graduate for Track B (Vocal), and 120 hours to graduate for Track C (Jazz Studies). This total includes UNIFI/General Education requirements and the following specified major requirements to complete the minimum of 120 hours.

Track A (Instrumental)

Required

Music, Organizations and Ensembles (MUS ENS XXXX): ^{2 hrs must be chamber music MUS ENS 1120/3120 or MUS ENS 1121/3121} 10

Applied Music [MUS APPL xxxx, excluding MUS APPL 1Nxx courses], including at least 12 hours of 3000/4000-level work in the major area: 22

Music Techniques:

MUS TECH 1170 Conducting I--Instrumental 2

MUS TECH 1210 Conducting II--Instrumental 3

Music Pedagogy:

Select one of the following: 2

MUS ED 3380/5380 Instrumental Pedagogy (instrumental majors)*

MUS ED 3480/5480 Piano Pedagogy: Elementary (keyboard majors)

Music Theory:

MUS THEO 1110 Theory I 2

MUS THEO 1120 Theory II 2

MUS THEO 1130 Musicianship Lab I 1

MUS THEO 1140 Musicianship Lab II 1

MUS THEO 2130 Theory III 2

MUS THEO 2140 Theory IV 2

MUS THEO 2150 Musicianship Lab III 1

MUS THEO 2160 Musicianship Lab IV 1

MUS THEO 3100 Analysis of Music 2

MUS THEO 3xxx/4xxx 3

Music History and Musicology/Performance Literature and Repertory:

MUS HIST 1010 History of Music I: Antiquity Through Baroque 3

MUS HIST 1020 History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century 3

MUS LIT 3200/5200 Performance Literature: 2

MUS HIST 3xxx/4xxx 3

Electives: MUS APPL xxxx (excluding MUS APPL 1Nxx and 1470 courses), maximum of 4 hrs., MUS

TECH xxxx, MUS ED xxxx, MUS THEO xxxx, MUS

HIST xxxx, MUS LIT xxxx only

Total Hours 74

* MUS ED 3380/5380 has prerequisite of MUS ED 1100 or teaching experience.

Track B (Vocal)

Required

Music, Organizations and Ensembles [MUS ENS xxxx]: ** 8

Applied Music [MUS APPL xxxx, excluding MUS APPL 1Nxx courses], including at least 12 hours of 3000/4000-level work in the major area: 22

Music Techniques:

MUS TECH 1180 Conducting I--Choral 2

MUS TECH 1300 Diction for Singers I 1

MUS TECH 1310 Diction for Singers II 1

MUS TECH 1600 Opera Performance I 1

MUS TECH 3610/5610 Opera Performance II 2

MUS TECH 1450 Vocal Coaching
or MUS TECH 3450/Vocal Coaching 2

Music Pedagogy:

MUS ED 3300/5300 Vocal Pedagogy and Vocology 2

Music Theory:

MUS THEO 1110 Theory I 2

MUS THEO 1120 Theory II 2

MUS THEO 1130 Musicianship Lab I 1

MUS THEO 1140 Musicianship Lab II 1

MUS THEO 2130 Theory III 2

MUS THEO 2140 Theory IV 2

Undergraduate Majors, Minors, and Certificates

MUS THEO 2150	Musicianship Lab III	1
MUS THEO 2160	Musicianship Lab IV	1
MUS THEO 3100	Analysis of Music	2
Music History and Musicology/Performance Literature and Repertory:		
MUS HIST 1010	History of Music I: Antiquity Through Baroque	3
MUS HIST 1020	History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century	3
MUS LIT 3200/5200	Performance Literature:	2
MUS HIST 3xxx/4xxx and/or MUS LIT 3xxx/4xxx		3
Electives: MUS APPL xxxx (excluding MUS APPL 1Nxx and 1470 courses), maximum of 4 hrs., MUS TECH xxxx, MUS ED xxxx, MUS THEO xxxx, MUS HIST xxxx, MUS LIT xxxx only		8
Total Hours		74

**Vocal Performance majors will take 6 semesters of choral ensembles and 2 semesters of opera.

Track C (Jazz Studies)

Required

Music, Organizations and Ensembles [MUS ENS 1160/3160]: Jazz Band One, Two or Three	8
Mus ENS 1160/3160: Combo	4
Applied Music [MUS APPL xxxx, excluding MUS APPL 1Nxx courses], including at least 4 hours of 3000/4000-level work in the major area:	14
MUS APPL 3550/5550 Jazz Improvisation	4
Music Techniques:	
MUS TECH 1500 Instrumental Jazz Improvisation - Theory	1
MUS TECH 1530 Instrumental Jazz Improvisation I	1
MUS TECH 1550 Instrumental Jazz Improvisation II	1
Music Theory:	
MUS THEO 1110 Theory I	2
MUS THEO 1120 Theory II	2
MUS THEO 1130 Musicianship Lab I	1
MUS THEO 1140 Musicianship Lab II	1
MUS THEO 2130 Theory III	2
MUS THEO 2140 Theory IV	2
MUS THEO 2150 Musicianship Lab III	1
MUS THEO 2160 Musicianship Lab IV	1
MUS THEO 3220/5220 Music and Technology	4
MUS THEO 3270/5270 Jazz Arranging I	2
MUS THEO 3280/5280 Jazz Arranging II	2
MUS THEO 3320/5320 Jazz Composition Class	1

Music History and Musicology/Performance Literature and Repertory:

MUS HIST 1010	History of Music I: Antiquity Through Baroque	3
MUS HIST 1020	History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century	3
MUS HIST 3600/5600	Jazz History and Styles	3
Total Hours		63

Additional Requirements (tracks A, B and C):

1. Junior recital (half recital).
2. Senior recital (full recital).
3. Voice majors are required to complete one semester of college level study (5-6 credit hours total) in two languages other than English (selected from German, French, and Italian), and are strongly recommended to take MUS LIT 3200/5200 Performance Literature for Voice II.

Note: Performance majors who desire teaching licensure can complete the music methods requirements under the Music Education major and the Educator Essentials Requirements.

Four-Year Plan

Performance: Track A (Instrumental), B.M.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1110	Theory I	2
MUS THEO 1150	Aural Training I	1
MUS THEO 1130	Musicianship Lab I	1
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		9
Hours		16
Spring		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		9
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1120	Theory II	2
MUS THEO 1140	Musicianship Lab II	1
MUS THEO 1160	Aural Training II	1
Hours		16
Sophomore		
Fall		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		3
MUS APPL 1086 Studies in Performance Seminar		

UNIFI/General Education or University Electives		3
MUS THEO 2130	Theory III	2
MUS THEO 2170	Aural Training III	1
MUS THEO 2150	Musicianship Lab III	1
MUS HIST 1010	History of Music I: Antiquity Through Baroque	3

Hours **14**

Spring

MUS ENS Large Ensemble		1
MUS APPL Applied Music		3
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		5
MUS THEO 2140	Theory IV	2
MUS THEO 2160	Musicianship Lab IV	1
MUS HIST 1020	History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century	3

Hours **15**

Junior**Fall**

MUS ENS Large Ensemble	1	
MUS APPL Applied Music	3	
MUS APPL 1086 Studies in Performance Seminar		
Music Pedagogy	2	
Music Electives	2	
UNIFI/General Education or University Electives	3	
MUS TECH 1170	Conducting I--Instrumental	2
MUS THEO 3100	Analysis of Music	2

Hours **15**

Spring

MUS ENS Large Ensemble		1
MUS APPL Applied Music		3
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		3
Music Theory Elective		3
MUS APPL 3780	Junior Recital	0
MUS TECH 1210	Conducting II--Instrumental	3
Music Electives		2

Hours **15**

Senior**Fall**

MUS ENS Large Ensemble	1
MUS APPL Applied Music	3
MUS APPL 1086 Studies in Performance Seminar	
Music Electives	2
UNIFI/General Education or University Electives	9
MUS LIT 3200/5200	Performance Literature: 2

Hours **17**

Spring

MUS ENS Large Ensemble	1
MUS APPL Applied Music	3
MUS APPL 1086 Studies in Performance Seminar	
Music History/Literature Elective	3
Music Electives	3
UNIFI/General Education or University Electives	2
MUS APPL 4890 Senior Recital	0

Hours **12**

Total Hours **120**

Performance: Track B (Vocal), B.M.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1110	Theory I	2
MUS THEO 1130	Musicianship Lab I	1
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		9
Hours		15

Spring

MUS ENS Large Ensemble	1	
MUS APPL Applied Music	2	
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives	9	
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470	Group Piano	0
MUS THEO 1120	Theory II	2
MUS THEO 1140	Musicianship Lab II	1

Hours **15**

Sophomore**Fall**

MUS ENS Large Ensemble		1
MUS APPL Applied Music		3
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		5
MUS TECH 1300	Diction for Singers I	1
MUS THEO 2130	Theory III	2
MUS THEO 2150	Musicianship Lab III	1
MUS HIST 1010	History of Music I: Antiquity Through Baroque	3

Hours **16**

Spring

MUS ENS Large Ensemble	1	
MUS APPL Applied Music	3	
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives	6	
MUS TECH 1310	Diction for Singers II	1
MUS THEO 2140	Theory IV	2
MUS THEO 2160	Musicianship Lab IV	1

Hours **14**

Junior**Fall**

MUS APPL Applied Music	3	
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives	3	
MUS TECH 1180	Conducting I--Choral	2
MUS TECH 1600	Opera Performance I	1
MUS ED 3300/5300	Vocal Pedagogy and Vocology	2
MUS THEO 3100	Analysis of Music	2

Undergraduate Majors, Minors, and Certificates

MUS HIST 1020	History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century	3
MUS ENS Large Ensemble		1
Hours		17
Spring		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		3
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		3
MUS APPL 3780	Junior Recital	0
MUS TECH 3610/5610	Opera Performance II	2
Language		3
Hours		12
Senior		
Fall		
Music Electives		5
MUS ENS Large Ensemble		1
MUS APPL Applied Music		3
MUS APPL 1086 Studies in Performance Seminar		
MUS LIT 3200/5200	Performance Literature:	2
Language		3
Hours		14
Spring		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		3
MUS APPL 1086 Studies in Performance Seminar		
MUS HIST/MUS LIT Music History/Literature Elective		3
UNIFI/General Education or University Electives		6
Music Electives		4
MUS APPL 4890	Senior Recital	0
Hours		17
Total Hours		120

Performance: Track C (Jazz Studies), B.M.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MUS APPL 1467	Piano Proficiency	0
MUS THEO 1110	Theory I	2
MUS APPL 1470		1
MUS TECH 1530	Instrumental Jazz Improvisation I	1
MUS THEO 1130	Musicianship Lab I	1
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		0
UNIFI/General Education or University Electives		6
Hours		14
Spring		
MUS APPL 1467	Piano Proficiency	0
MUS APPL 1470 Group Piano		1
MUS THEO 1120	Theory II	2

MUS THEO 1140	Musicianship Lab II	1
MUS HIST 1010	History of Music I: Antiquity Through Baroque	3
MUS TECH 1500	Instrumental Jazz Improvisation - Theory	1
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
UNIFI/General Education or University Electives		6
Hours		17
Sophomore		
Fall		
MUS THEO 2130	Theory III	2
MUS THEO 2150	Musicianship Lab III	1
MUS ENS Large Ensemble		1
MUS ENS Jazz Combo		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		0
MUS HIST 1020	History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century	3
MUS TECH 1550	Instrumental Jazz Improvisation II	1
UNIFI/General Education or University Electives		3
Hours		14
Spring		
MUS THEO 2140	Theory IV	2
MUS THEO 2160	Musicianship Lab IV	1
MUS ENS Large Ensemble		1
MUS ENS Jazz Combo		1
MUS APPL Applied Music		2
UNIFI/General Education or University Electives		9
Hours		16
Junior		
Fall		
MUS ENS Large Ensemble		1
MUS ENS Jazz Combo		1
MUS APPL Applied Music		2
MUS THEO 3270/5270	Jazz Arranging I	2
MUS HIST 3600/5600	Jazz History and Styles	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
MUS ENS Large Ensemble		1
MUS ENS Jazz Combo		1
MUS APPL Applied Music		2
MUS APPL 3780	Junior Recital	0
MUS THEO 3280/5280	Jazz Arranging II	2
MUS THEO 3320/5320	Jazz Composition Class	1
UNIFI/General Education or University Electives		9
Hours		16
Senior		
Fall		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 3550 Applied Jazz Improvisation		2
MUS APPL 1086 Studies in Performance Seminar		0
MUS THEO 3220/5220	Music and Technology	4
UNIFI/General Education or University Electives		6
Hours		15
Spring		
MUS APPL 4890	Senior Recital	0

MUS ENS Large Ensemble	1
MUS APPL Applied Music	2
MUS APPL 1086 Studies in Performance Seminar	0
MUS APPL 3550 Applied Jazz Improvisation	2
UNIFI/General Education or University Electives	8
Hours	13
Total Hours	120

Learning Outcomes

Performance: Track A (Instrumental), B.M.

- Performance. Students will perform in at least one major area (instrument, voice, or composition).
- Music Theory. Students shall demonstrate a functional knowledge of the harmonic language and grammar of music from the common practice period.
- Sight Singing. Students shall demonstrate proficiency in singing a melody at sight.
- Music History. Students shall demonstrate a thorough knowledge of music history and literature, including recognition of music from important historical periods and styles.
- Critical Thinking. Students shall demonstrate integration and synthesis of their understanding of music through a written presentation.
- Specialization: Students shall demonstrate mastery of the foundational principles of instrumental performance.

Performance: Track B (Vocal), B.M.

- Performance. Students will perform in at least one major area (instrument, voice, or composition).
- Music Theory. Students shall demonstrate a functional knowledge of the harmonic language and grammar of music from the common practice period.
- Sight Singing. Students shall demonstrate proficiency in singing a melody at sight.
- Music History. Students shall demonstrate a thorough knowledge of music history and literature, including recognition of music from important historical periods and styles.
- Critical Thinking. Students shall demonstrate integration and synthesis of their understanding of music through a written presentation.
- Specialization: Students shall demonstrate mastery of the foundational principles of vocal performance.

Performance: Track C (Jazz Studies), B.M.

- Performance: Students will perform in at least one major area (instrument, voice, or composition).
- Music Theory: Students shall demonstrate a functional knowledge of the harmonic language and grammar of music from the common practice period.
- Sight Singing: Students shall demonstrate proficiency in singing a melody at sight.
- Music History: Students shall demonstrate a thorough knowledge of music history and literature, including recognition of music from important historical periods and styles.

- Critical thinking: Students shall demonstrate integration and synthesis of their understanding of music through a written presentation.
- Specialization: Student shall demonstrate mastery of the foundational principles of jazz performance.

Policies

Music majors on all degree programs must choose an area of applied music (MUS APPL xxxx) for specialization and must meet the proficiency standards of the School of Music. The total required applied hours indicated for each major must be completed on one of the specialization instruments or voice on which the student auditioned. Dividing the required applied hours among various instruments, or voice and instrument(s), will not satisfy the applied music portion of any of the degree programs.

Auditions: All music majors pursuing Bachelor of Music (B.M.) degree programs must pass a musical performance audition on the instrument/voice of the student's choice for admission to the School of Music. All music majors pursuing the Bachelor of Arts (B.A.) degree programs must pass a musical performance audition on the instrument/voice of the student's choice or submit a composition portfolio.

Piano Proficiency: Required of **all** majors. All freshmen will enroll in group piano class or applied piano continuously (semester by semester) until piano proficiency has been passed. For Music Education majors, requirements must be completed prior to student teaching.

Piano proficiency requirements for each of the degree programs:

BA, all six tracks: Group Piano II (C- or better)

BM Performance, both vocal and instrumental: Group Piano II (C- or better)

BM Education, Instrumental: Group Piano III (C or better) + Proficiency Exam Passed

BM Education, Vocal: Group Piano III (C or better) + Proficiency Exam Passed followed by 2 semesters of Applied Piano Beyond Proficiency: MUS APPL 2600

BM Composition Theory: Group Piano III (C or better) + Proficiency Exam Passed followed by 2 semesters of Applied Piano Beyond Proficiency: MUS APPL 2600

Vocal and Instrumental Competency: Required of all Music Education Majors. Instrumental students (Specialization B and C) will attend special sections of MUS ED 1100 Instrumental Techniques taught by instrumental faculty. Keyboard majors enrolling for Specialization A must also satisfy vocal proficiency as determined by the voice faculty.

Foreign Language: Bachelor of Music Performance Voice majors are required to complete one semester (6 hours total) at the college/university level in each of two foreign languages (selected from Italian, German, or French).

Large Ensembles: In addition to applied music, all music majors must participate in at least one of the designated large ensembles for a minimum of 8 semesters (6 semesters for students in the music education program). Participation in large

Undergraduate Majors, Minors, and Certificates

ensembles will be continuous from the first semester of residence until completion of the requirement. Participation in ensemble [MUS ENS 1120, MUS ENS 3120/5120] does not satisfy the large ensemble requirement. Auditions are required for all ensembles in the School of Music, and students will be assigned to ensembles according to audition results.

- Wind and percussion students will be assigned to an appropriate instrumental ensemble. All wind and percussion students who are pursuing the degree of Bachelor of Music in Music Education are required to participate in marching band for two semesters **on their primary instrument, and may only use marching band for large ensemble credit for two semesters.** (It is strongly recommended that this requirement be fulfilled during the freshman and sophomore years.) B.M. Music, Jazz Specializations majors will be assigned to the appropriate large jazz ensemble (sections 01, 02, or 03).
- In the fall semester, participation in either Jazz Band I or II may satisfy the large ensemble requirement for students in select degree programs or those who have completed their respective marching band requirements. All students must meet audition requirements for the two above ensembles.
- String players will participate in the orchestra.
- The initial choral ensemble for all freshmen voice students will be either UNI Singers or Cecilians. Freshmen are limited to participation in only one vocal large ensemble. Students performing targeted roles in UNI Opera main stage productions are exempt from ensemble participation for four (4) weeks preceding the final performance of the production.
- Composition and Keyboard majors will audition for either an instrumental or a choral large ensemble. Keyboard majors in the music education program shall participate in an ensemble appropriate to their specialization.

Philosophy B.A.
Philosophy Major

The B.A. Philosophy major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, coursework in the major, plus electives to complete the minimum of 120 hours.

The philosophy major is designed to provide depth and breadth in the study of philosophy, emphasizing the skills of logical reasoning, analytic reading, effective writing, and ethical reasoning, as well as focused study of the history of western philosophy, and fundamental conceptions of human nature and human practices. The major is also flexible, so that students can take courses of interest to them. Courses in the philosophy major give students an opportunity to gain useful conceptual tools, increase their flexibility of mind, and improve their ability to view issues from multiple perspectives. Philosophy is one of the best pre-law majors; philosophy majors typically do extremely well in admission tests to graduate and professional schools.

The philosophy major stresses learning goals that enable students to achieve the skills deemed essential by employers, in particular, strong critical thinking and communication skills. Because the major is organized around learning goals, students know exactly why they are taking each class. As they explore philosophy, they also see that each class is helping them to become college graduates who possess

knowledge and skills valued by employers as well as professional and graduate schools.

Philosophy Major - Learning Goals and Courses

What is a learning goal?

A learning goal is a set of skills or body of knowledge that a student should expect to acquire or expand their mastery of by completing a particular major.

By establishing learning goals, majors in Philosophy know exactly why they are taking each class. These learning goals divide the classes taken by majors in Philosophy into categories that are easily understood and that guide the student through the major and the learning process.

Learning Goal 1: Skills: Philosophy majors will demonstrate proficiency in critical thinking, analytical writing, reading and understanding complex materials; as well as analyzing, evaluating, and constructing arguments.

Courses that support Learning Goal 1:

Logical Reasoning	
Required:	3
PHIL 1030	Elementary Logic ^{QR}

Reading for Arguments and Assumptions	
Students who have completed Learning Goal 4 will have satisfied this requirement.	

Analytic Writing	
Students who have completed Learning Goal 4 will have satisfied this requirement.	

Learning Goal 2: Ethical Reasoning: Philosophy majors will understand ethical theories and use this understanding to think through moral and ethical problems in a principled and systematic way.

Courses that support Learning Goal 2:

Required:	
PHIL 2500	Ethics [*] 3

Learning Goal 3: History of Philosophy: By reading key texts from the rich western philosophical tradition, Philosophy majors will gain useful conceptual tools, increase their flexibility of mind, and improve their ability to view issues from multiple perspectives.

Courses that support Learning Goal 3:

Required: at least three course from the following:		9
PHIL 2210	Dawn of Western Thought: Ancient Philosophy	
PHIL/RELS 2220	Faith and Reason: Philosophy in the Middle Ages	
PHIL 2230	The Age of Reason: Philosophy in the Renaissance and Enlightenment	
PHIL 2240	The Limits of Reason: Modern Philosophy	

Learning Goal 4: Philosophy majors will investigate conceptions of what it means to be a person and to engage in fundamental human activities.

Courses that support Learning Goal 4:

A. Understanding Human Nature

Required: at least two courses from the following: 6

PHIL 3310	Consciousness and Mind: Philosophical Perspectives
PHIL 3330	Death, Sex and the Body: Phenomenology and Foucault
PHIL 3360	Character, Wisdom, and Mind: Philosophical Perspectives
PHIL 3610	Nietzsche, Nihilism, and Technology *

B. Understanding Human Practices

Required: at least two courses from the following. 6
At least one of these courses must be in "analytical philosophy": either PHIL 3350 or PHIL 3620. (Taking both of these courses will completely satisfy this requirement.)

PHIL 2140	Philosophy of Religion
PHIL 3320	Political Philosophy *
PHIL 3350	How We Know: Philosophical Perspectives
PHIL 3370	Philosophy of Law
PHIL 3620	Philosophy of Language: Wittgenstein

Learning Goal 5: Career Preparation: Philosophy majors will be able to relate their major to their careers and to their future goals.

Required:

PHIL 4490	Professional Development Seminar	3

Through thoughtful reflection and critical discernment, students synthesize their work in the major, clarifying what they have done and linking their achievements with life goals, while they also explore how deep learning outcomes in the major offer preparation for a career, graduate or professional school.

Electives: in order to reach 36 hours, students can choose from courses not used above or from the following courses in Philosophy. No more than two courses in applied ethics (PHIL 1540, PHIL 1560, PHIL 1580, PHIL 2550, PHIL 2570, PHIL 3110, PHIL 3510, PHIL 3974) count toward the philosophy major:

PHIL 1040	Justice and the Good Life: Philosophical Perspectives ^R
PHIL 1050	The Art of Critical Thinking and Writing ^{WC}
PHIL 1080	World Philosophies ^{HCG}
PHIL/RELS 1540	Ethics in Business
PHIL 1560	Science, Technology, and Ethics (STE) ^R
PHIL 1580	Ethics for Professional Life
PHIL/RELS 2550	Environmental Ethics *

PHIL 2570	Good Sex: The Ethics of Human Sexuality *
PHIL/RELS 3110/ CAP 3194	Perspectives on Death and Dying ^{*^HCG}
PHIL 3080/5080	Individual Readings in Philosophy
PHIL/RELS 3510/ CAP 3173	Bio-Medical Ethics ^{*^R}
PHIL 3974/5974	Ethics, Responsible AI, and Business
PHIL 4186/5186	Studies in Philosophy
Total hours 36	

* Courses followed by asterisk (*) count toward the Ethics minor (15-hour minor).

^ Courses followed by the symbol (^) also satisfy the Liberal Arts Core Capstone requirement.

^{QR} Courses followed by (^{QR}) also satisfy the UNIFI Quantitative Reasoning category.

^R Courses followed by (^R) also satisfy the UNIFI Responsibility category.

^{WC} Courses followed by (^{WC}) also satisfy the UNIFI Written Communication category.

^{HCG} Courses followed by (^{HCG}) also satisfy the UNIFI Human Condition: Global category.

Four-Year Plan

Philosophy, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
PHIL 1040	Justice and the Good Life: Philosophical Perspectives (or PHIL 1050 or PHIL 1560)	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
PHIL 1030	Elementary Logic	3
UNIFI/General Education or University Electives		12
Hours		15
Sophomore		
Fall		
PHIL 2210	Dawn of Western Thought: Ancient Philosophy	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
PHIL 2220	Faith and Reason: Philosophy in the Middle Ages (or RELS 2220)	3
PHIL 2500	Ethics	3

Undergraduate Majors, Minors, and Certificates

UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
PHIL 2230	The Age of Reason: Philosophy in the Renaissance and Enlightenment	3
PHIL 4490	Professional Development Seminar (if Even Fall)	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
PHIL 2240	The Limits of Reason: Modern Philosophy	3
Any Philosophy Course		3
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
PHIL 4490	Professional Development Seminar (If Even Fall)	3
Any Philosophy Course		3
UNIFI/General Education or University Electives		12
Hours		18
Spring		
Any Two Philosophy Course		6
UNIFI/General Education or University Electives		6
Hours		12
Total Hours		120

Learning Outcomes

Philosophy, B.A.

Learning Goal 1: Skills: Philosophy majors will demonstrate proficiency in analyzing evaluating, writing, and constructing arguments.

- **1-A:** Logical Reasoning: Philosophy majors will be able to analyze, evaluate, and construct arguments using techniques of both formal and informal logic.
- **1-B:** Reading for Arguments and Assumptions: Philosophy majors will be able to read numerous complex philosophical texts and proficiently (1) identify the author's thesis, (2) reconstruct the author's argument for the thesis, (3) identify explicit and implicit assumptions in the argument, and (4) evaluate the argument by identifying its logical strengths and weaknesses.
- **1-C:** Analytic Writing: Philosophy majors will be able to produce written documents with clarity and rigor.

Learning Goal 2: Ethical Reasoning: Philosophy majors will use their understanding of ethical theories to think through moral problems in a principled and systematic way.

- **2-A:** Philosophy majors will be able to explain some of the major ethical theories.
- **2-B:** Philosophy majors will be able to reconstruct philosophers' arguments for their theories.
- **2-C:** Philosophy majors will be able to identify some of the strengths and weaknesses of major ethical theories.

- **2-D:** Philosophy majors will be able to illustrate how major ethical theories can be applied to practical issues.

Learning Goal 3: History of Philosophy: By reading key texts from the rich Western philosophical tradition, Philosophy majors will gain useful conceptual tools, increase their flexibility of mind, and improve their ability to view issues from multiple perspectives.

- **3-A:** Philosophy majors will be able to explain key views of the major figures in the history of philosophy.
- **3-B:** Philosophy majors will be to reconstruct philosophers' arguments for their views.
- **3-C:** Philosophy majors will be able to analyze philosophers' arguments for their views and identify some of their strengths and weaknesses.

Learning Goal 4: Philosophy majors will investigate fundamental conceptions of what it means to be a person and to engage in essential human activities.

- **4-A:** Through reading key philosophical texts, philosophy majors will be able to explain important philosophical views of what it is to be human.
- **4-B:** Through reading key philosophical texts, philosophy majors will be able to explain important philosophical views of basic human practices (language, knowledge, science, religion, politics, art, etc.).

Learning Goal 5: Philosophy majors will be able to relate their major to their career and to their future goals.

- **5-A:** Philosophy majors will be able to relate their major to their career and to their future goals, and demonstrate skills that are highly valued by employers.

Physical Education - Teaching B.A.

Physical Education - Teaching Major

The B.A. Physical Education - Teaching major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

Completion of this program qualifies the student to be recommended for endorsements for Physical Education K-8 and Physical Education 5-12.

Current certifications in First Aid & Community CPR are required for assignment to student teach.

Disciplinary Knowledge Core:

KINES 2019	First Aid and CPR for Physical Educators	1
KINES 2050	Anatomy and Physiology of Human Movement	3
KINES 2053	Physical Activity and Nutrition	3

KINES 2056	Motor Learning and Development	3
KINES 3151	Biomechanics	3
KINES 3153	Exercise Physiology	3
Pedagogical Content:		
KINES 2015	Positive Learning Environment in Physical Activities *	3
KINES 2016	Positive Learning Environment for Physical Fitness	3
KINES 3174	Assessment Processes in Physical Education *	3
KINES 4152	Adapted Physical Education	3
Total Hours		28

* Physical Education majors will count KINES 2015 for category 4 in Educator Essentials and KINES 3174 for category 5.

Professional Experiences

Required:

EDUC 2346	Teaching Methods I: Elementary Methods and Movement Activities in Physical Education *	3
EDUC 2446	Teaching Internship I: Elementary Physical Education	3
EDUC 3546/5546	Teaching Methods II: Secondary Methods and Curriculum in Physical Education *	3
EDUC 3646/5646	Teaching Internship II: Secondary Physical Education	3
EDUC 4140	Special Area Teaching: Art, ESL, Music, and Physical Education	12
Total Hours		24

* A grade of C (2.00) or higher is required for all Methods courses.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner		3
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		3
SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	

SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
Category 3: Education for All		3
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	

Category 4: The Classroom Environment		3
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
ECIE 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	

Category 5: Effective Pedagogy		3
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	

Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	

Total Hours **18**

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

Physical Education Teaching, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester

Undergraduate Majors, Minors, and Certificates

schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
KINES 2015	Positive Learning Environment in Physical Activities	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
KINES 2016	Positive Learning Environment for Physical Fitness	3
KINES 2053	Physical Activity and Nutrition	3
KINES 2050	Anatomy and Physiology of Human Movement	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		4
Hours		16
Sophomore		
Fall		
KINES 2019	First Aid and CPR for Physical Educators	1
Educator Essentials Course		3
UNIFI/General Education or University Electives		13
Hours		17
Spring		
KINES 2056	Motor Learning and Development	3
KINES 3153	Exercise Physiology	3
KINES 4152	Adapted Physical Education	3
UNIFI/General Education or University Electives		6
Hours		15
Junior		
Fall		
KINES 3151	Biomechanics	3
KINES 3174	Assessment Processes in Physical Education	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
EDUC 2346	Teaching Methods I: Elementary Methods and Movement Activities in Physical Education	3
EDUC 2446	Teaching Internship I: Elementary Physical Education	3
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
EDUC 3546/5546	Teaching Methods II: Secondary Methods and Curriculum in Physical Education	3
EDUC 3646/5646	Teaching Internship II: Secondary Physical Education	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		6
Hours		15

Spring		
EDUC 4140	Special Area Teaching: Art, ESL, Music, and Physical Education	12
Hours		12
Total Hours		120

* * Must receive a 'C' or higher in

EDUC 2346 and EDUC 3546/5546.

**** Must have a 2.5 cumulative GPA to student teach and graduate.

Learning Outcomes

Physical Education Teaching, B.A.

- **Outcome 1:** Critical Thinking: Students will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.
- **Outcome 2:** Communication: Students will display competence in oral communication during physical education teaching experiences.
- **Outcome 3:** Content Knowledge: Students will demonstrate discipline-specific knowledge and skills in their major fields of study.

Physics B.A.

Physics Major

The B.A. Physics Major is suitable for students who are interested in physics but are looking for a more interdisciplinary experience than the B.S. Physics Major. Potential careers include, for example, computer science, data science, medicine, business, or law. The B.A. Physics Major requires a minimum of 120 total hours for graduation. This includes the major requirements and electives specified below, as well as UNIFI/General Education requirements.

The B.A. Physics major has four emphases: Custom Emphasis, Data Science Emphasis, Physical Chemistry Emphasis, and Computer Science and Data Science. Students should choose one emphasis. Each emphasis requires completion of a common physics core, a common mathematics core and electives. The Data Science Emphasis has an additional core of data science-related courses and a required project.

Custom Emphasis

The Custom Emphasis is designed to combine a core understanding of physics with additional course work from other disciplines. The flexibility of this major makes it ideal for students interested in dual majors or one or more minors. The rigor of the program allows students to better prepare themselves for careers in any field, especially those related to science or technology. Students work with an advisor to create an individualized emphasis to best meet their needs.

Required Physics Core:

PHYSICS 1100	First-Year Projects in Physics	1
PHYSICS 1701	Physics I for Science and Engineering	4
PHYSICS 1702	Physics II for Science and Engineering	4

PHYSICS 2300	Physics III: Theory and Simulation	3
PHYSICS 4100/5100	Modern Physics	4
PHYSICS 4110/5110	Modern Physics Laboratory	2
Required Mathematics Core:		
MATH 1420	Calculus I	4
MATH 1421	Calculus II	4
Electives:		
Physics:		7
3000-level and above		
No more than 2 hours of PHYSICS 3000 Undergraduate Research		
Natural Sciences or Other Disciplines		9
Elective courses must count toward a major in the department that offers the course.		
Mathematics courses must be higher level than MATH 1421.		
Total Hours		42

Data Science Emphasis

The Data Science Emphasis integrates significant course work in physics, statistics and business analytics with electives from other areas such as Geographic Information Systems and computer programming. The goal is for students to develop broad-based skills in the analysis of data and the extraction of gainful information about a variety of systems.

Required Physics Core:

PHYSICS 1100	First-Year Projects in Physics	1
PHYSICS 1701	Physics I for Science and Engineering	4
PHYSICS 1702	Physics II for Science and Engineering	4
PHYSICS 2300	Physics III: Theory and Simulation	3
PHYSICS 4100/5100	Modern Physics	4
PHYSICS 4110/5110	Modern Physics Laboratory	2

Required Mathematics Core

MATH 1420	Calculus I	4
MATH 1421	Calculus II	4

Required Data Science Core

STAT 1772	Introduction to Statistical Methods	3
STAT 4772/5772	Statistical Computing I	3
ECON 1011	Statistics for Business Analytics	3
ECON 2090	Decision Analytics	3

Required Data Science Project

PHYSICS 3000	Undergraduate Research in Physics	1
or PHYSICS 3500	Internship in Applied Physics	

Electives	3-4

Elective requirements should be chosen from the following: (Other choices will need departmental approval)

CS 1510	Introduction to Computing
GEOG 2410	Geographic Information Systems I
ACT SCI 3780/5780	Mathematics of Finance
STAT 3752/5752	Introduction to Probability
STAT 3771/5771	Applied Statistical Methods for Research

Total Hours	42-43

Physical Chemistry Emphasis

The Physical Chemistry Emphasis is intended to facilitate deeper study of physics by chemistry or biochemistry majors. The study of more-advanced physics topics will enhance problem-solving skills and promote greater understanding of chemistry and biochemistry through connections with quantum mechanics, electricity & magnetism, and classical mechanics studied in physics.

Required Physics Core:

PHYSICS 1100	First-Year Projects in Physics	1
PHYSICS 1701	Physics I for Science and Engineering	4
PHYSICS 1702	Physics II for Science and Engineering	4
PHYSICS 2300	Physics III: Theory and Simulation	3
PHYSICS 4100/5100	Modern Physics	4

Required Chemistry Core:

CHEM 1110 & CHEM 1120 or CHEM 1130	General Chemistry I and General Chemistry II or General Chemistry I-II	5-8
CHEM 4420/5420	Physical Chemistry I	3
CHEM 4430/5430	Physical Chemistry II	3

Required Mathematics Core:

MATH 1420	Calculus I	4
MATH 1421	Calculus II	4

Advanced Laboratory:

Choose one of the following	2
PHYSICS 4110/5110	Modern Physics Laboratory
CHEM 4440/5440	Physical Chemistry Laboratory *

Applied Physics:

PHYSICS 4750/5750	Physics of Modern Materials *	3-4
or PHYSICS 4500/5500	Biological Physics	
or PHYSICS 4300/5300	Introduction to Electronics	

Electives:

3000-level Physics or above (no more than 1 hour of PHYSICS 3000 Undergraduate Research in Physics); or 3000-level Chemistry/Biochemistry or above (no more than 1 hour of CHEM 3600 Undergraduate Research in Chemistry)

Total Hours	42-47

* CHEM 4440/5440 has CHEM 2320 and CHEM 2330 and CHEM 4420/5420 and junior standing as prerequisites

Undergraduate Majors, Minors, and Certificates

PHYSICS 4750/5750 has PHYSICS 1701 and PHYSICS 1702 and MATH 2422 and junior standing as prerequisites.

Computer Science and Data Science Emphasis

The Computer Science and Data Science Emphasis is suitable for students majoring in computer science who are seeking a deeper background in physics and data science. It may also function as a standalone major. It is especially appropriate for students who intend to pursue careers in software engineering related to data science or science and technology.

Physics Core

PHYSICS 1100	First-Year Projects in Physics	1
PHYSICS 1701	Physics I for Science and Engineering	4
or PHYSICS 1511	General Physics I	
PHYSICS 1702	Physics II for Science and Engineering	4
PHYSICS 2300	Physics III: Theory and Simulation	3
PHYSICS 3100	Introduction to Quantum Computing	3
PHYSICS 4100/5100	Modern Physics	4
PHYSICS 4160/5160	Data Visualization, Modeling and Simulation	3

Computer Science and Data Science

CS 1510	Introduction to Computing	4
CS 2150	Computing for Data Science	3-7
OR		
CS 1520 & CS 1800	Data Structures and Discrete Structures	
CS 3140/5140	Database Systems	3
STAT 4784/5784	Introduction to Machine Learning	3

Mathematics and Statistics

MATH 1420	Calculus I	4
MATH 1421	Calculus II	4
STAT 1772	Introduction to Statistical Methods	3

Total Hours	46-50

Four-Year Plan

Physics: Custom, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MATH 1420	Calculus I (satisfies UNIFI: Quantitative Reasoning)	4
PHYSICS 1100	First-Year Projects in Physics	1

PHYSICS 1701	Physics I for Science and Engineering (satisfies UNIFI: Scientific Reasoning)	4

UNIFI: Written Communication	3
UNIFI: Human Expression	3

Hours	15

Spring

MATH 1421	Calculus II	4
PHYSICS 1702	Physics II for Science and Engineering	4

UNIFI: Oral Communication	3

UNIFI: Human Condition (Global)	3

Hours	14

Sophomore

Fall

PHYSICS 2300	Physics III: Theory and Simulation	3

UNIFI: Human Condition (Domestic)	3

Physics Elective	3

University Electives	7

Hours	16

Spring

PHYSICS 4100/5100	Modern Physics	4

PHYSICS 4110/5110	Modern Physics Laboratory	2

UNIFI: Responsibility	3

Natural Science or other Major Elective	3

University Elective	3

Hours	15

Junior

Fall

UNIFI: Connect	3

Physics Elective	4

Natural Science or other Major Elective	3

University Elective	6

Hours	16

Spring

UNIFI: Connect	3

University Electives	12

Hours	15

Senior

Fall

UNIFI: Connect	3

Natural Science or other Major Elective	3

University Electives	9

Hours	15

Spring

UNIFI: Connect	3

University Electives	11

Hours	14

Total Hours	120

Physics: Data Science, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MATH 1420	Calculus I (satisfies UNIFI: Quantitative Reasoning)	4
PHYSICS 1100	First-Year Projects in Physics	1
PHYSICS 1701	Physics I for Science and Engineering	4
UNIFI: Written Communication		3
UNIFI: Human Expression		3
Hours		15
Spring		
MATH 1421	Calculus II	4
PHYSICS 1702	Physics II for Science and Engineering	4
UNIFI: Oral Communication		3
UNIFI: Human Condition (Global)		3
Hours		14
Sophomore		
Fall		
PHYSICS 2300	Physics III: Theory and Simulation	3
STAT 1772	Introduction to Statistical Methods	3
UNIFI: Human Condition (Domestic)		3
University Electives		7
Hours		16
Spring		
PHYSICS 4100/5100	Modern Physics	4
PHYSICS 4110/5110	Modern Physics Laboratory	2
ECON 1011	Statistics for Business Analytics	3
UNIFI: Responsibility		3
University Elective		3
Hours		15
Junior		
Fall		
ECON 2090	Decision Analytics	3
STAT 4772/5772	Statistical Computing I	3
UNIFI: Connect		3
University Electives		6
Hours		15
Spring		
UNIFI: Connect		3
Data Science Elective		3-4
University Electives		8
Hours		14-15
Senior		
Fall		
PHYSICS 3000	Undergraduate Research in Physics (Data Science Project)	1
UNIFI: Connect		3
University Electives		12
Hours		16
Spring		
UNIFI: Connect		3
University Electives		12
Hours		15
Total Hours		120-121

Physics: Physical Chemistry, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
CHEM 1110	General Chemistry I	4
PHYSICS 1701	Physics I for Science and Engineering	4
MATH 1420	Calculus I	4
UNIFI/General Education or University Electives		3
Hours		15
Spring		
CHEM 1120	General Chemistry II	4
PHYSICS 1702	Physics II for Science and Engineering	4
MATH 1421	Calculus II	4
UNIFI/General Education or University Electives		3
Hours		15
Sophomore		
Fall		
PHYSICS 1100	First-Year Projects in Physics	1
PHYSICS 2300	Physics III: Theory and Simulation	3
UNIFI/General Education or University Electives		12
Hours		16
Spring		
PHYSICS 4100/5100	Modern Physics	4
UNIFI/General Education or University Electives		12
Hours		16
Junior		
Fall		
CHEM 4420/5420	Physical Chemistry I	3
UNIFI/General Education or University Electives		13
Hours		16
Spring		
CHEM 4430/5430	Physical Chemistry II	3
CHEM 4440/5440	Physical Chemistry Laboratory (or PHYSICS 4110 Modern Physics Lab)	2
UNIFI/General Education or University Electives		9
Hours		14
Senior		
Fall		
PHYSICS 4750/5750	Physics of Modern Materials (or PHYSICS 4500 Biological Physics or PHYSICS 4300 Introduction to Electronics)	3
UNIFI/General Education or University Electives		11
Hours		14
Spring		
UNIFI/General Education or University Electives		11
Physics/Chemistry Elective		3
Hours		14
Total Hours		120

Undergraduate Majors, Minors, and Certificates

Physics: Computer Science and Data Science, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
PHYSICS 1701	Physics I for Science and Engineering	4
PHYSICS 1100	First-Year Projects in Physics	1
MATH 1420	Calculus I	4
UNFI: Written Communication		3
UNIFI: Human Condition (Domestic)		3
Hours		15
Spring		
PHYSICS 1702	Physics II for Science and Engineering	4
MATH 1421	Calculus II	4
UNIFI: Oral Communication		3
UNIFI: Human Condition (Global)		3
STAT 1772	Introduction to Statistical Methods	3
Hours		17
Sophomore		
Fall		
PHYSICS 2300	Physics III: Theory and Simulation	3
CS 1510	Introduction to Computing	4
UNIFI: Human Expression		3
University Electives		6
Hours		16
Spring		
PHYSICS 4100/5100	Modern Physics	4
PHYSICS 4110/5110	Modern Physics Laboratory	2
CS 2150	Computing for Data Science	3
UNIFI: Responsibility		3
University Elective		3
Hours		15
Junior		
Fall		
PHYSICS 3100	Introduction to Quantum Computing	3
CS 3140/5140	Database Systems	3
UNIFI: Connect		3
University Electives		6
Hours		15
Spring		
PHYSICS 4160/5160	Data Visualization, Modeling and Simulation	3
UNIFI: Connect		3
University Electives		9
Hours		15
Senior		
Fall		
STAT 4784/5784	Introduction to Machine Learning	3
UNIFI: Connect		3

University Electives	9
Hours	15
Spring	
University Electives	12
Hours	12
Total Hours	120

Learning Outcomes

Physics: Custom, B.A.

- Apply Techniques of Experimental Physics
- Understand Principles of Theoretical Physics
- Apply Techniques of Computational Physics

A student who has earned a bachelor’s degree in physics from the University of Northern Iowa must demonstrate competence at the introductory (second-year) level in all three content areas (experimental, theoretical, and computational) through course-level outcomes aligned with each branch. A student with the Custom Emphasis must also acquire and demonstrate knowledge and understanding of physics beyond the introductory level.

Physics: Data Science, B.A.

- Apply Techniques of Experimental Physics
- Understand Principles of Theoretical Physics
- Apply Techniques of Computational Physics

A student who has earned a bachelor’s degree in physics from the University of Northern Iowa must demonstrate competence at the introductory (second-year) level in all three content areas (experimental, theoretical, and computational) through course-level outcomes aligned with each branch. A student with the Data Science Emphasis must also meet learning outcomes of courses in statistics and data analytics taken outside of the Physics Department.

Physics: Physical Chemistry, B.A.

- Apply Techniques of Experimental Physics
- Understand Principles of Theoretical Physics
- Apply Techniques of Computational Physics

A student who has earned a bachelor’s degree in physics from the University of Northern Iowa must demonstrate competence at the introductory level (second-year) in all three content areas (experimental, theoretical, and computational) through course-level outcomes aligned with each branch. A student with the Physical Chemistry Emphasis must also meet the learning outcomes of their chemistry courses.

Physics: Computer Science and Data Science, B.A.

- Apply Techniques of Experimental Physics
- Understand Principles of Theoretical Physics
- Apply Techniques of Computational Physics

A student who has earned a bachelor’s degree in physics from the University of Northern Iowa must demonstrate competence at the introductory level (second-year) in all three content areas (experimental, theoretical, and computational) through course-level outcomes aligned with each branch. A student with the Computer

Science and Data Science Emphasis must also meet the learning outcomes of the required courses in computer science and data science.

Physics B.S.

Physics Major

The B.S. Physics major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Note: To graduate with a B.S. degree in Physics, a student must earn an overall grade point average of at least 2.50 in all courses applied toward the major.

Required

Mathematics:		
MATH 1420	Calculus I	4
MATH 1421	Calculus II	4
MATH 2422	Calculus III	4
Physics:		
PHYSICS 1100	First-Year Projects in Physics	1
PHYSICS 1701	Physics I for Science and Engineering	4
PHYSICS 1702	Physics II for Science and Engineering	4
PHYSICS 2300	Physics III: Theory and Simulation	3
PHYSICS 2700	Mathematical Methods of Physics & Engineering	3
PHYSICS 3000	Undergraduate Research in Physics @	2
or PHYSICS 3500	Internship in Applied Physics	
PHYSICS 3700	Physics Seminar	1
PHYSICS 4100/5100	Modern Physics	4
PHYSICS 4110/5110	Modern Physics Laboratory	2
PHYSICS 4300/5300	Introduction to Electronics	4
PHYSICS 4600/5600	Classical Mechanics	4
PHYSICS 4700/5700	Electrodynamics	4
PHYSICS 4860/5860	Computational Physics	3
PHYSICS 4900/5900	Thermodynamics and Statistical Mechanics	4
Electives		
Physics, Natural Science, or Math Electives *		4
Total Hours		59

* Electives must be mathematics or science courses that count toward a major of the department offering the course. Electives should be selected with the advice of an academic adviser in Physics.

@This course meets the Bachelor of Science degree undergraduate research requirement.

Honors Research

Students who complete a sustained research project in physics may be invited to do Honors Research. Students must first complete 4 credit

hours of PHYSICS 3000 Undergraduate Research in Physics and then 1 credit hour of PHYSICS 4990 Senior Thesis.

Four-Year Plan

Physics, B.S.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MATH 1420	Calculus I	4
PHYSICS 1100	First-Year Projects in Physics	1
PHYSICS 1701	Physics I for Science and Engineering (satisfies UNIFI: Scientific Reasoning)	4
UNIFI: Written Communication		3
UNIFI: Human Expression		3
Hours		15
Spring		
MATH 1421	Calculus II	4
PHYSICS 1702	Physics II for Science and Engineering	4
UNIFI: Oral Communication		3
UNIFI: Human Condition (Global)		3
Hours		14
Sophomore		
Fall		
MATH 2422	Calculus III	4
PHYSICS 2300	Physics III: Theory and Simulation	3
UNIFI: Human Condition (Domestic)		3
University Elective		6
Hours		16
Spring		
PHYSICS 4100/5100	Modern Physics	4
PHYSICS 4110/5110	Modern Physics Laboratory	2
PHYSICS 2700	Mathematical Methods of Physics & Engineering	3
UNIFI: Responsibility		3
University Elective		3
Hours		15
Junior		
Fall		
PHYSICS 3000	Undergraduate Research in Physics	2
PHYSICS 3700	Physics Seminar	1
PHYSICS 4300/5300	Introduction to Electronics (or PHYSICS 4700/5700 Electrodynamics)	4
PHYSICS 4600/5600	Classical Mechanics	4
UNIFI: Connect		3
Hours		14
Spring		
PHYSICS 4900/5900	Thermodynamics and Statistical Mechanics	4
UNIFI: Connect		3

Undergraduate Majors, Minors, and Certificates

University Electives		10
Hours		17
Senior		
Fall		
PHYSICS 4700/5700	Electrodynamics (or PHYSICS 4300/5300 Introduction to Electronics)	4
UNIFI: Connect		3
University Electives		9
Hours		16
Spring		
PHYSICS 4800/5800	Quantum Mechanics (PHYSICS Elective)	4
PHYSICS 4860/5860	Computational Physics	3
UNIFI: Connect		3
University Electives		3
Hours		13
Total Hours		120

* Note: To graduate with a B.S. degree in Physics, a student must earn an overall grade point average of at least 2.50 in all courses applied toward the major.

Learning Outcomes

Physics, B.S.

- Apply Techniques of Experimental Physics
- Understand Principles of Theoretical Physics
- Apply Techniques of Computational Physics
- Integrate and Apply Classroom Learning
- Be Prepared for Employment or Graduate Study

A student who has earned a bachelor's degree in physics from the University of Northern Iowa must demonstrate competence at the introductory (second-year) level in all three content areas (experimental, theoretical, and computational) through course-level outcomes aligned with each branch. A successful B.S. student must also acquire and demonstrate skills in career preparation as well as advanced knowledge in three areas: classical mechanics, thermodynamics and statistical mechanics, and computational physics.

Physics - Teaching B.A.

Physics - teaching Major

The B.A. Physics major in teaching requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

This major leads to endorsement #156: 5-12 Physics.

Required

Mathematics:		
MATH 1420	Calculus I	4
MATH 1421	Calculus II	4
Physics:		
PHYSICS 1100	First-Year Projects in Physics	1

PHYSICS 1701	Physics I for Science and Engineering	4
PHYSICS 1702	Physics II for Science and Engineering	4
PHYSICS 2300	Physics III: Theory and Simulation	3
PHYSICS 4080/5080	Resources for Teaching Physics	2
PHYSICS 4100/5100	Modern Physics	4
PHYSICS 4110/5110	Modern Physics Laboratory	2
Electives		
Physics: all 3000+ level courses		6
Mathematics or non-physics science courses from the College of Humanities, Arts and Sciences *		4
Total Hours		38

* Excluding all 820:xxx and mathematics below *MATH 1420*.

Professional Experiences

Required:

EDUC 2385	Teaching Methods I: Secondary Science *, **	3
EDUC 2485	Teaching Internship I: Secondary Science	3
EDUC 3585/5585	Teaching Methods II: Secondary Science *	3
EDUC 3685/5685	Teaching Internship II: Secondary Science	3
EDUC 4138	Secondary School Teaching	12
Total Hours		24

* A grade of C (2.00) or higher is required for all Methods courses.

**Physics Teaching majors can count EDUC 2385 Teaching Methods I: Secondary Science for category 5 of Educator Essentials.

It is recommended that sufficient work including current curricula should be taken for licensure approval in a second area. Common teaching combinations are physics-chemistry or physics-mathematics.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner		3
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		3
SOCFOUND 2119	Social & Cultural Foundations of Education	

SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
Category 3: Education for All		3
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	
Category 4: The Classroom Environment		3
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
ECIE 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		3
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Honors Research

Students who complete a sustained research project in physics education may be invited to do Honors Research. Students must first

complete 4 credit hours of PHYSICS 3000 Undergraduate Research in Physics and then 1 credit hour of PHYSICS 4990 Senior Thesis.

Four-Year Plan

Physics Teaching, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
MATH 1420	Calculus I (satisfies UNIFI: Quantitative Reasoning)	4
PHYSICS 1100	First-Year Projects in Physics	1
PHYSICS 1701	Physics I for Science and Engineering (satisfies UNIFI: Scientific Reasoning)	4
UNIFI: Written Communication		3
UNIFI: Human Condition (Global)		3
Hours		15
Spring		
MATH 1421	Calculus II	4
PHYSICS 1702	Physics II for Science and Engineering	4
UNIFI: Oral Communication		3
University Electives		6
Hours		17
Sophomore		
Fall		
Educator Essentials Courses		6
PHYSICS 2300	Physics III: Theory and Simulation	3
UNIFI: Responsibility		3
University Electives		4
Hours		16
Spring		
Educator Essentials Courses		6
PHYSICS 4100/5100	Modern Physics	4
PHYSICS 4110/5110	Modern Physics Laboratory	2
UNIFI: Human Expression		3
Hours		15
Junior		
Fall		
Educator Essentials Course		3
EDUC 2385	Teaching Methods I: Secondary Science	3
EDUC 2485	Teaching Internship I: Secondary Science	3
UNIFI: Connect		3
Physics Elective		3
Hours		15
Spring		
PHYSICS 4080/5080	Resources for Teaching Physics	2
Physics Elective		3
UNIFI: Connect		3
University Electives		9
Hours		17

Undergraduate Majors, Minors, and Certificates

Senior		
Fall		
EDUC 3585/5585	Teaching Methods II: Secondary Science	3
EDUC 3685/5685	Teaching Internship II: Secondary Science	3
UNIFI: Connect		3
Natural Science or Math Elective		4
Hours		13
Spring		
EDUC 4138	Secondary School Teaching	12
Hours		12
Total Hours		120

Learning Outcomes

Physics Teaching, B.A.

- Apply Techniques of Experimental Physics
 - Understand Principles of Theoretical Physics
 - Apply Techniques of Computational Physics
 - Understand and Practice Modern Physics Pedagogy
- A student who has earned a bachelor’s degree in physics from the University of Northern Iowa must demonstrate competence at the introductory (second-year) level in all three content areas (experimental, theoretical, and computational) through course-level outcomes aligned with each branch. A successful B.A. Physics Teaching student must also demonstrate knowledge and understanding of physics pedagogy. Competence in both content and pedagogy are necessary for the successful practice of high-school physics teaching.

Political Communication B.A.
Political Communication Major

The B.A. Political Communication major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required courses:

CM CORE 1010	Mass Communication and Society	3
or COMM DM 1611	Media and Power	
CM CORE 3255	Advocacy Campaigns	3
COMM 4211/5211	Rhetoric and Civic Culture	3
COMM 4216/ POLSCI 4160/5160	Political Communication	3
POLSCI 1014	Power & Politics in the U.S. ***	3
POLSCI 3112	Campaigns and Elections	3
POLSCI/PSYCH 3150	Public Opinion and Voting Behavior	3

Internship in Communication and Media/Political Science: 3

Select one of the following:		
CM CORE 3900/5900	Internship in Communication and Media	
or POLSCI 3181	Internship in Politics	

Engaged Learning: *, ** 3

Select one of the following:	
POLSCI 4143/5143	Citizen Participation and Civic Engagement
or POLSCI 4188/5	Seminar in Public Administration
or UNIV 3930	Civic Engagement and the Humanities: (Topic)

Electives: 12

Complete 6 hours in two bundles

Bundle 1: Data Analysis	
SOC SCI 2020	Social Sciences Statistics
or STAT 1772	Introduction to Statistical Methods
or COMM 4021/50	Quantitative Research Methods
POLSCI 2010	Analyzing Politics
or CM CORE 2020	Communication Research Methods
COMM 4022/5022	Qualitative Research Methods *
GEOG 2410	Geographic Information Systems I

Bundle 2: Campaign Communications	
POLSCI 4177/5177	Political Psychology
POLSCI 3166	Political Parties and Interest Groups
POLSCI 3134	Congress: The First Branch
COMM 4218	Persuasion
COMM PR 1811	Principles of Public Relations
COMM PR 4859/585	Social Media

Bundle 3: Digital Communication Tools	
CM CORE 1001	Digital Toolbox
COMM 3555	Interactive Digital Communication
or COMM DM 2650	Digital Media Production II

Bundle 4: Communication in Public Organizations	
POLSCI 1048	Introduction to Public Administration
POLSCI 3153	Leadership and Management in Public Service
POLSCI 3151	Modern Presidency
COMM 3055	Organizational Communication
COMM 4155/5155	Organizational Communication Assessment *

Total Hours 39

* Choice of courses and subsequent prerequisites may increase the length of this program. These courses have additional prerequisites as follows:
POLSCI 3181 has prerequisites of POLSCI 2010; 15 hours of Political Science, Political Communication, or Public Administration major.
POLSCI 4188/5188 has a prerequisite of POLSCI 1048; junior standing.
COMM 4022/5022 has a prerequisite of CM CORE 2020 or equivalent; junior standing.
COMM 4155/5155 has a prerequisite of CM CORE 2020 or consent of instructor; COMM 3055; junior standing.

**Students may take an additional 3 hours of Internship CM CORE 3900/5900 or POLSCI 3181 to satisfy the Engaged Learning requirement.

**POLSCI 1014 satisfies the Human Condition: Domestic UNIFI requirement.

Four-Year Plan

Political Communication, B.A.

This major is under the jurisdiction of the Department of Communication Studies and the School of Public Affairs and Service. This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
POLSCI 1014	Power & Politics in the U.S.	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
CM CORE 1010	Mass Communication and Society	3
UNIFI/General Education or University Electives		12
Hours		15
Sophomore		
Fall		
POLSCI 2010 or CM CORE 2020 or COMM 4023		3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
CM CORE 3255	Advocacy Campaigns	3
Bundle Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
POLSCI 4160/5160	Political Communication	3
POLSCI 3112	Campaigns and Elections	3
COMM 4444/5444	Communication, Community, and Change	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
COMM 4211/5211	Rhetoric and Civic Culture	3
POLSCI 3150	Public Opinion and Voting Behavior	3
Bundle Elective		3
Engaged Learning Requirement		3
Hours		12
Senior		
Fall		
CM CORE 3900 Internship in Communication and Media or POLSCI 3181 Internship in Politics		3
Bundle Elective		3
UNIFI/General Education or University Electives		9
Hours		15

Spring

Political Communication elective/Communication & Media course	3
UNIFI/General Education or University Electives	15
Hours	18
Total Hours	120

Learning Outcomes

Political Communication, B.A.

- **Outcome 1:** Students will be able to critically evaluate political communication concepts and theories to explain and investigate political communication phenomena such as elite rhetoric, persuasion, political campaign, political journalism.
- **Outcome 2:** Students will be able to analyze evidence and data and use it to assess claims/ test hypotheses.
- **Outcome 3:** Students will be able to develop persuasive arguments and reasoned judgments about the role of communication in democracy.
- **Outcome 4:** Students will be able to create political communication campaign materials.
- **Outcome 5:** Students will communicate effectively in writing.
- **Outcome 6:** Students will communicate effectively through oral presentations.

Political Science B.A.

Political Science Major

The B.A. Political Science-Liberal Arts major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required courses:

POLSCI 1014	Power & Politics in the U.S. *	3
POLSCI 1025	Global Politics *	3
POLSCI 1070	Democracy	3
POLSCI 2010	Analyzing Politics	3
POLSCI 2050	Introduction to Political Theory: Freedom, Justice and Power *	3

Engaged Learning requirement: 3-8

POLSCI 4143/5143	Citizen Participation and Civic Engagement
or POLSCI 3181	Internship in Politics

Students must take one Senior Seminar in Political Science:

POLSCI 4184	Senior Seminar in Political Science	3
Elective hours (POLSCI 2xxx or above):		18
Total hours:		39-44

Note: Not more than 9 semester hours of political science taken within the International Affairs minor or Legal Studies minor may also be counted for credit on this major.

* POLSCI 1014 satisfies the Human Condition (Domestic) UNIFI/General Education requirement. POLSCI 1025 satisfies the Human Condition (Global) UNIFI/General Education requirement. POLSCI 2050 satisfies the Responsibility UNIFI/General Education requirement.

Four-Year Plan

Political Science-Liberal Arts, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
POLSCI 1014	Power & Politics in the U.S.	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
POLSCI 1025	Global Politics	3
POLSCI 1070	Democracy	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
POLSCI 2050	Introduction to Political Theory: Freedom, Justice and Power	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
POLSCI 2010	Analyzing Politics	3
Political Science Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
UNIFI/General Education or University Electives		9
Political Science Elective		6
Hours		15
Spring		
Political Science Electives		6
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
POLSCI 4184	Senior Seminar in Political Science	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
Political Science Elective		3
UNIFI/General Education or University Electives		12
Hours		15
Total Hours		120

Learning Outcomes

Political Science, B.A.

- Demonstrate effective written communication skills, (including clear and concise wording, and citing evidence appropriately in various contexts)
- Demonstrate effective oral communication skills, (including organized, professional presentations as appropriate in various contexts)
- Demonstrate the ability to think analytically about issues in Political Science by constructing arguments using evidence and analysis
- Apply the scientific method to study empirical questions in Political Science
- Employ information literacy skills to find and evaluate the reliability and relevance of information related to political issues
- Demonstrate data literacy skills by interacting with scientific literature and interpreting findings
- Demonstrate competencies required of citizens in a democracy, including an understanding of concepts such as freedom, equality, rights, justice, and diversity.

Psychology B.A.
Psychology Major

The B.A. Psychology major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required Courses

PSYCH 1001	Introduction to Psychology	3
PSYCH 2002	Professional Preparation in Psychology *	1
SOC SCI 2020	Social Sciences Statistics	3
PSYCH 3002	Research Methods **	4

Core Courses (complete 3 of 4) 9

PSYCH 3101	Biopsychology
PSYCH 2202	Developmental Psychology
PSYCH 2203	Social Psychology
PSYCH 3505/5505	Cognitive Psychology

Elective Courses 18

Any psychology course (PSYCH xxxx) may be selected as an elective.

Total Hours 38

No more than six total hours of PSYCH 2701, PSYCH 3179, PSYCH 4198, PSYCH 4704/5704, and PSYCH 4705/5705 can count toward fulfilling the major requirements.
* SOC 2000 is accepted as a substitute for PSYCH 2002 for double-majors in Sociology/Psychology.
**The following courses are accepted as substitutes for PSYCH 3002 for double-majors within the College of Social and Behavioral Sciences: FAM SERV 2030, SOC 2010, SW 3185.

Four-Year Plan

Psychology, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
PSYCH 1001	Introduction to Psychology	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
PSYCH 2xxx Psychology Core Content		3
UNIFI/General Education or University Electives		12
Hours		15
Sophomore		
Fall		
PSYCH 2xxx Psychology Core Content		3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
PSYCH 2xxx Psychology Elective		3
PSYCH 2002	Professional Preparation in Psychology	1
UNIFI/General Education or University Electives		11
Hours		15
Junior		
Fall		
PSYCH 3002	Research Methods	4
PSYCH 3xxx Psychology Core Content		3
UNIFI/General Education or University Electives		8
Hours		15
Spring		
PSYCH 3xxx Psychology Electives		6
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
SOC SCI 2020	Social Sciences Statistics	3
PSYCH 3xxx/4xxx Psychology Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
PSYCH 3xxx/4xxx Psychology Electives		6
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

* Requires a minimum grade of C- in major courses.

Learning Outcomes

Psychology, B.A.

- Graduates will critically apply psychology to real world experiences.

- Graduates will critically evaluate psychological research.
- Graduates will clearly and accurately describe psychological phenomena in writing and speech.
- Graduates will demonstrate knowledge of core content areas (Social, Developmental, Biopsychology, and Cognitive) in psychology.
- Graduates will identify appropriate research methods to test hypotheses.
- Graduates will conduct and interpret basic descriptive and univariate statistics.

Policies

PSYCH 1001 Introduction to Psychology is a prerequisite for most other psychology courses, and must be taken by all psychology majors and minors. It also counts as a UNIFI/General Education requirement.

Only courses with an earned grade of at least a C- will count toward major, minors, and program certificates.

It is possible for psychology majors to graduate with departmental honors provided they have an overall GPA of at least 3.00, a psychology GPA of at least 3.50, and complete a research project deemed worthy of honors by the department. Generally such a project is done in the context of 3 hours of PSYCH 4705/5705 Research Experience in Psychology.

Public Administration B.A.

Public Administration Major

The B.A. Public Administration major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required:

POLSCI 1014	Power & Politics in the U.S. *	3
POLSCI 1048	Introduction to Public Administration	3
POLSCI 3153	Leadership and Management in Public Service	3
POLSCI 3172	Public Budgeting	3
POLSCI 4173	Politics and Public Policy	3
POLSCI 4188/5188	Seminar in Public Administration	3
POLSCI 2010	Analyzing Politics	3
SOC SCI 2020	Social Sciences Statistics *	3
or POLSCI 3111	Politics and Statistics	
POLSCI 3181	Internship in Politics	3-8

Electives (9 hours from the following) 9

Political Science:

POLSCI 2131	American State Politics
POLSCI 3112	Campaigns and Elections
POLSCI 3132	Community Politics
POLSCI 3151	Modern Presidency
POLSCI 3174	Management of Public Human Resources *

Undergraduate Majors, Minors, and Certificates

or RTNL 3110	Management and Human Resources in Recreation, Tourism and Nonprofit Leadership
POLSCI 4130/5130	Iowa Politics
POLSCI 4176/5176	Topics in Public Policy
Economics:	
ECON 1041	Principles of Macroeconomics
ECON 1051	Principles of Microeconomics *
ECON 3221/5221	Public Finance *
ECON 3229/5229	Cost-Benefit Analysis *
ECON 3253/5253	Urban and Regional Economics *
Total Hours	36-41

Note: Not more than 12 semester hours of political science taken for the Public Administration major can also be counted toward a Political Science major.

* POLSCI 1014 satisfies the Human Condition (Domestic) UNIFI/General Education requirement.
ECON 3221/5221, ECON 3229/5229, and ECON 3253/5253 have prerequisites of ECON 1041 and ECON 1051. ECON 1041 satisfies the Quantitative Reasoning UNIFI/General Education requirement. ECON 1051 has prerequisite of ECON 1041.
POLSCI 3174 has prerequisites of POLSCI 1014 or POLSCI 1048.
SOC SCI 2020 satisfies the Quantitative Reasoning UNIFI/General Education requirement.

Four-Year Plan

Public Administration, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
POLSCI 1014	Power & Politics in the U.S.	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
POLSCI 1048	Introduction to Public Administration	3
SOC SCI 2020	Social Sciences Statistics	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
POLSCI 2010	Analyzing Politics	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
POLSCI 3172	Public Budgeting	3
Public Administration elective		3

UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
POLSCI 3153	Leadership and Management in Public Service	3
Public Administration elective		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
POLSCI 3181	Internship in Politics	3-8
UNIFI/General Education or University Electives		12
Hours		15-20
Senior		
Fall		
POLSCI 4173	Politics and Public Policy	3
Public Administration Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
POLSCI 4188/5188	Seminar in Public Administration	3
UNIFI/General Education or University Electives		12
Hours		15
Total Hours		120-125

Learning Outcomes

Public Administration, B.A.

- To lead and manage in the public interest
- To participate in, and contribute to, the policy process
- To analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment
- To articulate, apply, and advance a public service perspective
- To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large

Public Health B.A.

Public Health Major

The B.A. Public Health major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Public Health specialists seek to improve the health of the general public through education, behavior change and improvement of the environment. Students in the program develop the skills to plan, implement and evaluate programs in a variety of settings, which may include health departments, corporate wellness sites, hospitals/clinics, fitness facilities, nonprofit organizations, international relief organizations, care facilities, colleges/universities, and private industry.

The curriculum is tailored to meet national competencies in public health. Students will take classes in planning, implementing, and evaluating public health programs in addition to environmental health science, epidemiology (how diseases are spread), and how to address

factors that impact community health and wellbeing (such as tobacco/alcohol/substance abuse, lack of physical activity, poor nutrition, injuries, and high levels of stress).

All students are encouraged to meet with their faculty advisor to discuss their career goals and aspirations and possible certificate options to gain expertise in specific public health areas.

Required Core: 33 credits

PH 1101	Introduction to Public Health	3
PH 2100	Behavior Change for Health Promotion	3
PH 2130	Epidemiology of Human Diseases	3
PH 3140/5140	Planning and Evaluating Public Health Programs	3
PH 3150/5150	Implementing Public Health Programs	3
PH 3170	Public Health Career Readiness Seminar	3
or HRCS 4000	Professional Readiness Seminar	
PH 3310/5310	Health Policy and Advocacy	3
PH 3710	Environmental Health Science	3
PH 4170	Internship Portfolio	3
PH 4180	Internship	6

Electives: Choose 9 credits from the following: 9

NUR 2510	Pharmacotherapeutics in Nursing Practice	
NUR 2575	Research and Evidence-Based Practice	
NUR 3000	Health Assessment and Health Promotion Across the Lifespan	
PH 1000	Public Health Practicum	
PH 1410	Basic Nutrition	
PH 2420	Nutrition for Health Promotion *	
PH 2520	Maternal and Infant Health	
PH 2530	Introduction to Women's Health	
PH 2540	Selected Topics in Women's Health	
PH 2620	Stress and Coping	
PH 2630	Aging and Health	
PH 3320/5320	Global Service Mission	
PH 3330	Health of Vulnerable Populations	
PH 3340	International Health	
PH 3640	Worksite Health Promotion	
PH 3650	Complementary, Alternative, and Integrative Health	
PH 3670	Health Care and the Consumer	
PH 3730	Toxins and Health	
PSYCH 2202	Developmental Psychology	
or FAM SERV 105	Lifespan Development	

PSYCH 3303/5303 Health Psychology

Total Hours 42

* PH 2420 has a prerequisite of PH 1410.

Four-Year Plan

Public Health, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
PH 1101	Introduction to Public Health	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
Public Health Major Elective		3
UNIFI/General Education or University Electives		12
Hours		15
Sophomore		
Fall		
PH 2130	Epidemiology of Human Diseases	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
PH 2100	Behavior Change for Health Promotion	3
UNIFI/General Education or University Electives		15
Hours		18
Junior		
Fall		
PH 3710	Environmental Health Science	3
PH 3310/5310	Health Policy and Advocacy	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
PH 3140/5140	Planning and Evaluating Public Health Programs	3
Public Health Major Electives		6
UNIFI/General Education or University Electives		6
Hours		15
Senior		
Fall		
PH 3170	Public Health Career Readiness Seminar	3
PH 3150/5150	Implementing Public Health Programs	3
Public Health Major Elective		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
PH 4170	Internship Portfolio	3
PH 4180	Internship	6

Undergraduate Majors, Minors, and Certificates

UNIFI/General Education or University Electives	3
Hours	12
Total Hours	120

Learning Outcomes

Public Health, B.A.

- **Communication:** Demonstrate the ability to identify, prioritize, and deliver evidence-based public health messages through written and oral formats for both public and professional audiences.
- **Critical Thinking:** Demonstrate the ability to engage in critical thinking via systems thinking in a community and/or environmental context.
- **Program Specific Application:** Demonstrate and apply health knowledge/skills and professional demeanor and behavior in settings consistent with career goals.
- **Population Specific Application:** Apply understanding of public health to develop community and environmental health programming for a variety of populations.

Real Estate B.A.

Real Estate Major

The B.A. Real Estate major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required business core

Business Administration, Interdepartmental:		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
BUSINESS 2000	Business Professionals in Training	0
Accounting:		
ACCT 2120	Principles of Financial Accounting	3
ACCT 2130	Principles of Managerial Accounting	3
Marketing:		
MKTG 2110	Principles of Marketing	3
Management:		
MGMT 2080	Introduction to Information Systems	3
MGMT 3100	Legal and Social Environment of Business	3
or ACCT 3075	Legal and Ethical Concepts for Accountants	
MGMT 3154	Operations Management	3
MGMT 3965/5965	Organizational Behavior	3
MGMT 4175	Strategic Management	3
Finance:		
FIN 3130	Corporate Finance	3
Economics:		
ECON 1011	Statistics for Business Analytics	3
ECON 1041	Principles of Macroeconomics	3

ECON 1051	Principles of Microeconomics	3
ECON 2090	Decision Analytics	3

Mathematics:

STAT 1772	Introduction to Statistical Methods	3

Required Real Estate and Finance

FIN 3110	Principles of Real Estate	3
FIN 3115	Real Estate Law and Brokerage	3
FIN 3120	Real Estate Appraisal and Investment	3
FIN 3125	Real Estate Finance *	3
FIN 3135	Intermediate Financial Management	3
FIN 4190	Advanced Real Estate Cases	3

Total Hours	60

* FIN 3125 (160:141) can be used by double majors in Real Estate and Finance to satisfy the requirements of both majors. This does not apply to the Personal Wealth Management emphasis of the Finance major.

Four-Year Plan

Real Estate, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3
ENGLISH 1005	College Writing and Research	3
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ECON 1011	Statistics for Business Analytics	3
ECON 1051	Principles of Microeconomics	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
BUSINESS 2000	Business Professionals in Training	0
ACCT 2120	Principles of Financial Accounting	3
MGMT 2080	Introduction to Information Systems	3

UNIFI/General Education or University Electives		9
Hours		15
Spring		
ACCT 2130	Principles of Managerial Accounting	3
ECON 2090	Decision Analytics	3
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
FIN 3110	Principles of Real Estate	3
FIN 3130	Corporate Finance	3
MGMT 3100	Legal and Social Environment of Business	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
FIN 3115	Real Estate Law and Brokerage	3
FIN 3120	Real Estate Appraisal and Investment	3
MKTG 2110	Principles of Marketing	3
MGMT 3965/5965	Organizational Behavior	3
UNIFI/General Education or University Electives		3
Hours		15
Senior		
Fall		
FIN 3125	Real Estate Finance	3
FIN 3135	Intermediate Financial Management	3
MGMT 3154	Operations Management	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
FIN 4190	Advanced Real Estate Cases	3
MGMT 4175	Strategic Management	3
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

Learning Outcomes

Real Estate, B.A.

Objective 1: Students will demonstrate disciplinary content knowledge

- 1.1 Learners will demonstrate broad knowledge of the business disciplines
- 1.2 Learners will demonstrate basic knowledge of the real estate field.
- 1.3 Learners will articulate the role of real estate as an investment for personal, private business and institutional holdings.
- 1.4 Learners will demonstrate familiarity with key risks and rewards associated with investing in and financing commercial real estate.

Objective 2: Students will use quantitative skills to aid business decision making

- 2.1 Learners will display a broad set of quantitative skills as applied to business decision making across a wide range of business disciplines

- 2.2 Learners will evaluate real estate opportunities using both quantitative and qualitative measures and make informed real estate finance and investment decisions.

Objective 3: Students will display communication skills

- 3.1 Learners will demonstrate strong written communication skills as required for a business student
- 3.2 Learners will effectively communicate a development plan for an actual parcel of real estate, both in writing and orally.

Objective 4: Students will be able to apply critical thinking skills

- 4.1 Learners will apply basic critical thinking skills as expected for all business majors
- 4.2 Learners will appropriately apply market analysis concepts and techniques in real estate development.
- 4.3 Learners will appropriately apply valuation concepts and techniques in the development of a real estate asset.

Objective 5: Students will understand the work value expectations of contemporary organizations

- 5.1 Learners will identify ethical components in business situations
- 5.2 Learners will display other work values such as professional demeanor, quality of effort, dependability, attitude, and initiative

Policies

Note: A copy of the Wilson College policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>. Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Finance and Real Estate majors *may* declare a double major, and/or major and minor within the Wilson College of Business, subject to the approval of the other Wilson College of Business departments involved. Finance and Real Estate majors minoring within the Wilson College of Business must select minors designated for business majors. Finance majors cannot minor in Finance, and Real Estate majors cannot minor in Real Estate. However, Finance majors may double major or minor in Real Estate, and Real Estate majors may double major in Finance or minor in Finance. Also, not more than one emphasis area may be declared in Finance.

All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). A student must earn a 2.20 cumulative grade point average at UNI; and must earn an overall 2.20 grade point average in business designated courses taken at UNI.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These

Undergraduate Majors, Minors, and Certificates

exceptions include major combinations which allow two double-counted courses:

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Finance Department may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or a second Wilson College of Business major is based on competitive GPA and space availability.

Recreation, Tourism, and Nonprofit Leadership B.A. Recreation, Tourism and Nonprofit Leadership Major

The B.A. Recreation, Tourism and Nonprofit Leadership major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

The Recreation, Tourism and Nonprofit Leadership major prepares students to deliver programs and manage facilities designed to meet human, community, and social needs in public, governmental, and nonprofit community agencies. Graduates may find employment in agencies that serve people of all ages from diverse backgrounds in areas such as municipal parks and recreation, commercial recreation, tourism, outdoor recreation, therapeutic recreation (clinical and community-based settings), the nonprofit and youth serving agencies, armed forces recreation, campus recreation, and other leisure service delivery sectors. The major focuses on direct service programming with an emphasis on supervisory and managerial skills. The Recreation, Tourism and Nonprofit Leadership program is accredited by COAPRT.

Recreation, Tourism and Nonprofit Leadership:

Required:		
RTNL 2110	Introduction to RTNL: Programs, Services and Facilities	3
RTNL 2020	Leadership in Recreation, Tourism and Nonprofit Leadership	3
RTNL 2160	Inclusive Recreation: Pathways to Participation	3
RTNL 3110	Management and Human Resources in Recreation, Tourism and Nonprofit Leadership	3
RTNL 3120	Programming for Recreation, Tourism and Nonprofit Leadership	3

RTNL 3130	Marketing in Recreation, Tourism and Nonprofit Leadership	3
RTNL 4310/5310	Areas and Facilities in Recreation, Tourism and Nonprofit Leadership	3
RTNL 4320	Financial Resource Management in Recreation, Tourism and Nonprofit Leadership	3
RTNL 4330/5330	Research and Evaluation in Recreation, Tourism and Nonprofit Leadership	3
RTNL 4340	Seminar in Recreation, Tourism and Nonprofit Leadership	3
or HRCS 4000	Professional Readiness Seminar	
RTNL 4510	Internship in Recreation, Tourism and Nonprofit Leadership	9
RTNL 4520	Senior Project in Recreation, Tourism and Nonprofit Leadership	3
Select nine hours from the following:		9
RTNL 2210	Nonprofit Leadership Practicum, Level I	
RTNL 3280	Readings in Recreation, Tourism and Nonprofit Leadership	
RTNL 3340	Prevention & Intervention Programs in Youth Work	
RTNL 3777/5777	Special Events Management	
RTNL 3778/5778	Community Based Tourism	
RTNL 4210/5210	Nonprofit Leadership Practicum, Level II*	
RTNL 4290/5290	Recreation, Tourism and Nonprofit Leadership Field Experience	
RTNL 4552/5552	Outdoor Education and Leadership	
RTNL 4553/5553	Principles and Practice of Adventure Programming	
RTNL 4554/5554	Managing Recreation Impacts on the Natural Environment	
RTNL 4556/5556	Outdoor Recreation History Ethics and Emerging Trends	
RTNL 4623/5623	Field Experience in Camp Counseling	
RTNL 4776/5776	Eco, Adventure and Sport Tourism	
RTNL 4779/5779	Community Planning Workshop	
Total Hours		51

* RTNL 4210/5210 has a prerequisite of RTNL 2210.

Four-Year Plan

Recreation, Tourism and Nonprofit Leadership, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
RTNL 21XX Foundations Course		3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
RTNL 21XX Foundations Course		3
UNIFI/General Education or University Electives		12
Hours		15
Sophomore		
Fall		
RTNL 21XX Foundations Course		3
RTNL 3110	Management and Human Resources in Recreation, Tourism and Nonprofit Leadership	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
RTNL 3120	Programming for Recreation, Tourism and Nonprofit Leadership	3
RTNL Major Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
RTNL 4320	Financial Resource Management in Recreation, Tourism and Nonprofit Leadership	3
RTNL 4310/5310	Areas and Facilities in Recreation, Tourism and Nonprofit Leadership	3
UNIFI/General Education or University Electives		11
Hours		17
Spring		
RTNL 4330/5330	Research and Evaluation in Recreation, Tourism and Nonprofit Leadership	3
RTNL 3130	Marketing in Recreation, Tourism and Nonprofit Leadership	3
RTNL Major Elective		3
UNIFI/General Education or University Electives		7
Hours		16
Senior		
Fall		
RTNL 4340	Seminar in Recreation, Tourism and Nonprofit Leadership	3
RTNL Major Elective		3

UNIFI/General Education or University Electives		9
Hours		15
Spring		
RTNL 4510	Internship in Recreation, Tourism and Nonprofit Leadership	9
RTNL 4520	Senior Project in Recreation, Tourism and Nonprofit Leadership	3
Hours		12
Total Hours		120

* * Must have a 'C' or higher in all major coursework.

**** 2.5 major GPA requirement.

Learning Outcomes

Recreation, Tourism and Nonprofit Leadership, B.A.

Outcome 1: Critical thinking

- Students graduating from the program can demonstrate critical thinking as characterized by the comprehensive exploration of ideas, issues, artifacts, and events before accepting or formulating an opinion or conclusions (Proposed artifact: Case study in RTNL Seminar).

Outcome 2: Communication

- Students graduating from the program can communicate effectively in written form in various formats and styles, to a variety of audiences (Artifact: Synthesis paper in RTNL Senior project).
- Students graduating from the program can communicate effectively in oral form (Proposed artifact: Recorded presentation in RTNL Internship course).

Outcome 3: Content knowledge/ skills

- Students graduating from the program can demonstrate intercultural knowledge and competence through cultural self-awareness, knowledge of cultural worldview frameworks, empathy, verbal and nonverbal communication, curiosity, and openness (Artifact: Section C of the synthesis paper in RTNL Internship course).
- Students graduating from the program can develop, operate and manage a program (Artifact: Portfolio in RTNL Senior project).
- Students graduating from the program can evaluate the facility management of a RTCS area or a space (Artifact: Site Evaluation in Areas and Facilities).

Policies

Major Requirements

The following criteria shall be used to determine student eligibility for the Recreation, Tourism and Nonprofit Leadership major:

- 2.00 or above cumulative UNI GPA.
- A grade of C (2.00) or higher in all courses applied to the major. If the student earns less than a C in a major course, s(he) must retake the course within two semesters in order to apply it to the major.

Undergraduate Majors, Minors, and Certificates

In order to remain in good academic standing, students must maintain a cumulative major GPA of 2.50 or above. Students whose GPAs fall below 2.50 will have one semester in which to raise grades to the required level. If they are unable to do so, they must retake the course or courses that caused the GPA to fall below 2.50, and they will be administratively dropped from any other major courses for which they have registered.

In order to be eligible for internship and graduation, students must:

- 1. Meet the academic criteria above.
- 2. Complete a minimum of 500 Professional Experience hours in Recreation, Tourism and Nonprofit Leadership settings.
- 3. Hold or obtain current certification in American Red Cross CPR PRO (Professional Rescuer), American Red Cross AED (Automatic External Defibrillation), American Red Cross First Aid, American Red Cross PDT (Prevention of Disease Transmission), and Child/Dependent Adult Abuse Mandatory Reporter Training.

Minor Requirements

Admission to the Recreation, Tourism and Nonprofit Leadership minor requires students to have a cumulative UNI GPA of 2.00. To graduate with a minor in Recreation, Tourism and Nonprofit Leadership, students must have a minor GPA of 2.50, with a grade of C (2.00) or higher in all courses applied to the minor. Students must officially declare the minor.

Religious Studies B.A.
Religious Studies Major

The B.A. Religious Studies major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, 30 hours of coursework in the major, plus electives to complete the minimum of 120 hours.

The Religious Studies major emphasizes multiple ways that religions shape and reflect the world around us. The major is flexible, so that students can tailor their coursework to suit their interests and career pathways. The Religious Studies major is organized around three programmatic learning outcomes and practical skills students can transfer across fields and industries, like oral and written communication, critical thinking, problem-solving, ethical responsibility, and working on teams.

Required:

Religious Studies Core Course		3
One course from the following:		
RELS 1020	Religions of the World	
RELS 1040	The Power of Myth: (Topic)	
RELS 1060	American Religious Diversity	
Applied Religious Studies		3
RELS 4490	Professional Development Seminar	
Electives:		24

Students can choose from courses not used above or from the following courses in Religious Studies. All RELS courses (including any RELS 3159 course) that do not already fulfill other requirements for the major are considered Electives:

RELS 1510	Religion, Ethics, and Film
RELS 2001	Old Testament and Other Hebrew Scriptures
RELS 2002	New Testament and Early Christian Writings
RELS 2100	Hinduism and Buddhism
RELS 2110	Confucianism, Daoism, and Zen
RELS 2120	Judaism and Islam
RELS 2130	Christianity
RELS 2140	Philosophy of Religion
RELS 2220	Faith and Reason: Philosophy in the Middle Ages
RELS 2600	Religion and the Public Schools
RELS 3080/5080	Individual Readings in Religion
RELS 3110	Perspectives on Death and Dying
RELS 3150	Women and Christianity
RELS 3180	Religion and Politics: (Topics)
RELS 3200	Religion and Law
RELS 3300	Bible and Ethics
RELS 3400	Religion and Race
RELS 3500	Religion and Ethics
RELS 3974/5974	Ethics, Responsible AI, and Business
RELS 4230/5230	Religion in America
RELS 4186/5186	Studies in Religion
RELS 4600	Internship in Religion
and not more than two courses from:	
PHIL 1580	Ethics for Professional Life
RELS 1540	Ethics in Business
RELS/PHIL 2550	Environmental Ethics
RELS/PHIL 2570	Good Sex: The Ethics of Human Sexuality
RELS/PHIL 3510	Bio-Medical Ethics

Total Hours 30

Four-Year Plan
Religious Studies, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
RELS 1020	Religions of the World (or RELS 1040 or RELS 1060)	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
RELS 2120	Judaism and Islam (or RELS 2130 Christianity)	3
One RELS course in Textual & Analytical Explorations		3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
RELS 2100	Hinduism and Buddhism (or RELS 2110 Confucianism, Daoism and Zen)	3
One RELS course in Religion & Culture		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
One RELS Course in Interactions/Traditions		3
UNIFI/General Education or University Electives		12
Hours		15
Junior		
Fall		
RELS 4490	Professional Development Seminar (If Even Fall)	3
Two RELS Courses		6
UNIFI/General Education or University Electives		6
Hours		15
Spring		
Two RELS Courses		6
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
RELS 4490	Professional Development Seminar (IF Even Fall)	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
One RELS Course		3
UNIFI/General Education or University Electives		12
Hours		15
Total Hours		120

Learning Outcomes

Religious Studies, B.A.

GOAL #1: Majors in the Religious Studies reflect critically and empathetically on the subject.

- To demonstrate that they have fulfilled this goal they are able to: differentiate between devotional practices and the academic study of religion, examine the meanings and functions of religion in human life and/or think critically about themselves and their place in the world.

GOAL #2: Majors in the Religious Studies have knowledge of the practices, beliefs, values, and worldviews of major religions:

Hinduism, Buddhism, Confucianism, Daoism, Judaism, Islam, and Christianity.

- To demonstrate that they have fulfilled this goal they are able to: describe similarities and differences among traditions, explain diverse religious viewpoints within each tradition, identify the impact of religions on a local, national, and/or global scale, and/or describe examples of important religious disagreements, controversies, or issues.

GOAL #3: Majors in the Religious Studies have skills that are highly valued by employers; they are able to relate their major to their career and to their future goals.

- To demonstrate that they have fulfilled this goal they are able to: explain and interpret a variety of texts, produce professional-quality documents for a variety of audiences, identify and use quality resources to conduct research on religion, competently and comfortably present research or ideas orally, and/or work effectively in teams. They can also persuasively explain to prospective employers outside the field of religion how what they have learned in the study of religion will enable them to be excellent employees who can do a variety of different tasks competently.

Social Science - Teaching B.A.

Social Science - Teaching Major

The social science teaching major is a single program with two emphasis areas; All Social Science for students wishing to teach in all areas of social science, and Basic Social Science for students wanting to teach US History, World History, American Government and one other social science area. Students should consult with the program advisor regarding the appropriate emphasis.

- Social Science: All Social Science - Teaching
- Social Science: Basic Social Science - Teaching

Social Science: All Social Science - Teaching Major

The B.A. Social Science Teaching major All Social Science requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

This major leads to endorsement #186 - 5-12 All Social Sciences. It is intended for students who wish to teach in the State of Iowa in all areas of social sciences: American Government, American History, Economics, Geography, Psychology, Sociology, and World History. Area of study will count for one endorsement area. Because of the number of courses required for this major, it cannot be completed in eight semesters of normal work. It will require a longer time or additional work during summers.

Undergraduate Majors, Minors, and Certificates

Required:

Completion of 51 semester hours to include 9 hours in American Government, American History, and World History, and 6 hours of Economics, Geography, Psychology, and Sociology. 3 hours must be taken at the 4000 level in History (HIST). Course options listed below.*

* Students are strongly advised to declare a minor in one of the social science areas.

Students unable to meet minimum grade point requirements for full admission to the Teacher Education Program and student teaching must seek an alternative major.

American Government

Political Science		
POLSCI 1014	Power & Politics in the U.S.	3
Plus 6 hours in American Government:		6
POLSCI 2131	American State Politics	
POLSCI 3127	United States Foreign Policy	
POLSCI 3112	Campaigns and Elections	
POLSCI 3132	Community Politics	
POLSCI 3134	Congress: The First Branch	
POLSCI 3141	Constitutional Law	
POLSCI 3146	Judicial Politics and Policy-making	
POLSCI 3150	Public Opinion and Voting Behavior	
POLSCI 3151	Modern Presidency	
POLSCI 3166	Political Parties and Interest Groups	
POLSCI 4130/5130	Iowa Politics	

American History

HIST 1110	United States History to the Civil War and Emancipation	3
HIST 1120	United States History since the Civil War and Emancipation	3
Plus 3 hours in American History from the following courses:		3
HIST 3010	Readings in History	
HIST 3110	Conflict and Justice in History: (Topic)	
HIST 4110/5110	American Colonial History	
HIST 4130/5130	The Early Republic, 1785-1850	
HIST 4140/5140	Civil War and Reconstruction	
HIST 4150/5150	Foundations of Modern America: The United States, 1877-1929	
HIST 4160/5160	U.S. History from 1929 to 1960	
HIST 4170/5170	U.S. Environmental History	
HIST 4175/5175	History on Film	
HIST 4180/5180	Recent United States History	

HIST 4200/5200	History of Iowa	
HIST 4235/5235	Popular Culture in the United States	
HIST 4245/5245	African-American History	
HIST 4250/5250	Religion in America	
HIST 4260/5260	United States Women's History	
HIST 4270/5270	American Indian History	
HIST 4280/5280	The American Radical Tradition	

Economics

6 hours from		6
ECON 1001	Economics of Social Issues	
ECON 1031	Introduction to Business Economics	
ECON 1041	Principles of Macroeconomics	
ECON 1051	Principles of Microeconomics	

Geography

GEOG 1110	Global Geography	3
or GEOG 1120	Peoples, Cultures, and Environments	
GEOG 1210	Planet Earth	3

Psychology

PSYCH 1001	Introduction to Psychology	3
2000/3000 Level PSYCH Course		3

Sociology

SOC 1000	Introduction to Sociology	3
or SOC 1060	Social Problems	
Plus 3 hours in Sociology (SOC)		3

World History

HIST 1210	Making the Modern World	3
6 hours required from the following		6
HIST 2210	Problems & Perspectives in Global History: (Topic)	
HIST 2310	From Mesopotamia to the Middle Ages: The Premodern West	
HIST 3110	Conflict and Justice in History: (Topic)	
HIST 4310/5310	History of Ancient Greece	
HIST 4320/5320	History of Ancient Rome	
HIST 4330/5330	Greek and Roman Life and Culture	
HIST 4340/5340	Barbarians, Saints, and Pestilence: The Middle Ages	
HIST 4350/5350	Rebirth, Reform, and Rebellion: The Beginnings of the Modern World	
HIST 4360/5360	Age of Absolutism and the Enlightenment	
HIST 4420/5420	History of Ireland	

HIST 4440/5440	Kings, Heretics, Witches, and Revolutionaries: England to 1688	
HIST 4480/5480	The Ancient Near East	
HIST 4510/5510	Europe from the French Revolution to World War I	
HIST 4520/5520	Europe from World War I to the Present	
HIST 4610/5610	English History since 1688	
HIST 4640/5640	Modern Mediterranean Europe: History and Culture	
HIST 4650/5650	Modern Central and Eastern Europe	
HIST 4660/5660	History of Imperial Russia	
HIST 4670/5670	History of Soviet Russia	
HIST 4675/5675	Great Power Diplomacy from the Congress of Vienna to the Present	
HIST 4680/5680	Military History from Napoleon to the Present	
HIST 4690/5690	Modern European Women's History	
HIST 4720/5720	Modern Latin American History	
HIST 4730/5730	African Kingdoms & Societies	
HIST 4740/5740	Modern African History	
HIST 4820/5820	Modern Middle East History	
HIST 4830/5830	Sanskrit and Sovereigns; Sultans and Sufis: A History of South Asia to 1526 CE	
HIST 4840/5840	Mughals and Marauders; Merchants and Mahatmas: A History of South Asia since 1526 CE	
HIST 4850/5850	Pre-Modern Chinese History	
HIST 4860/5860	Modern Chinese History	
HIST 4870/5870	Courtiers, Warriors, and Merchants: Japan to 1800	
HIST 4880/5880	The Legacy of the Samurai: Japan since 1800	
Total Hours		51

Professional Experiences

Required:

EDUC 2386	Teaching Methods I: Introduction to Teaching Social Studies *	2
EDUC 2486	Teaching Internship I: Social Studies and History	3
EDUC 3586/5586	Teaching Methods II: Methods of Teaching Social Studies *, **	3
EDUC 3686/5686	Teaching Internship II: Social Studies and History	2

EDUC 4138	Secondary School Teaching	12
Total Hours		22

* A grade of C (2.00) or higher is required for all Methods courses.

**Social Science Teaching majors can count EDUC 3586/5586 Teaching Methods II: Methods of Teaching Social Studies for category 5 of Educator Essentials.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner 3

EDPSYCH 1500	Reflections on Learning
EDPSYCH 2068	Development and Learning in Sociocultural Contexts
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)

Category 2: Social Contexts of Learning 3

SOCFOUND 2119	Social & Cultural Foundations of Education
SOCFOUND 2134	A Modern History of Education in the United States
SOCFOUND 2334	Education Policy and Politics of Education
TESOL 2015	Language Today

Category 3: Education for All 3

KINES 4152	Adapted Physical Education
SOCFOUND 3334	Education, Power, and Change
SOCFOUND 3434	Social Movements and Education
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms
TESOL 3710	Content Area Strategies for English Language Learners

Category 4: The Classroom Environment 3

EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom
EDPSYCH 3300	Level Up: Gamified Learning Environments
ECIE 4151	Early Childhood Curriculum Development and Organization
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments
SOCFOUND 3219	Critical Perspectives on Technology and Education

Category 5: Effective Pedagogy 3

Undergraduate Majors, Minors, and Certificates

ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Social Science: Basic Social Science - Teaching Major

The B.A. Social Science Teaching major Basic Social Science requires a minimum of 120 total hours to graduate. This total includes UNIFI/ General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

This major leads to endorsement #1861 - Social Science-Basic.

Required:

Completion of 33 semester hours to include 9 hours in American History, World History and American Government, plus 6 hours in a social science subject. 3 hours must be taken at the 4000 level. Course options listed below.

American History

HIST 1110	United States History to the Civil War and Emancipation	3
HIST 1120	United States History since the Civil War and Emancipation	3
Electives in American History (select 3 hours from the following):		3
HIST 4010/5010	Introduction to Public History	
HIST 4110/5110	American Colonial History	
HIST 4130/5130	The Early Republic, 1785-1850	
HIST 4140/5140	Civil War and Reconstruction	
HIST 4150/5150	Foundations of Modern America: The United States, 1877-1929	
HIST 4160/5160	U.S. History from 1929 to 1960	
HIST 4180/5180	Recent United States History	
HIST 4200/5200	History of Iowa	

HIST 4235/5235	Popular Culture in the United States	
HIST 4245/5245	African-American History	
HIST 4250/5250	Religion in America	
HIST 4260/5260	United States Women's History	
HIST 4270/5270	American Indian History	
HIST 4280/5280	The American Radical Tradition	

World History

HIST 1210	Making the Modern World	3
Electives in World History (select 6 hours from the following):		6
HIST 2210	Problems & Perspectives in Global History: (Topic)	
HIST 3110	Conflict and Justice in History: (Topic)	
HIST 4310/5310	History of Ancient Greece	
HIST 4320/5320	History of Ancient Rome	
HIST 4330/5330	Greek and Roman Life and Culture	
HIST 4340/5340	Barbarians, Saints, and Pestilence: The Middle Ages	
HIST 4350/5350	Rebirth, Reform, and Rebellion: The Beginnings of the Modern World	
HIST 4360/5360	Age of Absolutism and the Enlightenment	
HIST 4420/5420	History of Ireland	
HIST 4440/5440	Kings, Heretics, Witches, and Revolutionaries: England to 1688	
HIST 4480/5480	The Ancient Near East	
HIST 4510/5510	Europe from the French Revolution to World War I	
HIST 4520/5520	Europe from World War I to the Present	
HIST 4610/5610	English History since 1688	
HIST 4640/5640	Modern Mediterranean Europe: History and Culture	
HIST 4650/5650	Modern Central and Eastern Europe	
HIST 4660/5660	History of Imperial Russia	
HIST 4670/5670	History of Soviet Russia	
HIST 4675/5675	Great Power Diplomacy from the Congress of Vienna to the Present	
HIST 4680/5680	Military History from Napoleon to the Present	
HIST 4690/5690	Modern European Women's History	
HIST 4720/5720	Modern Latin American History	
HIST 4730/5730	African Kingdoms & Societies	
HIST 4740/5740	Modern African History	
HIST 4820/5820	Modern Middle East History	

HIST 4830/5830	Sanskrit and Sovereigns; Sultans and Sufis: A History of South Asia to 1526 CE	
HIST 4840/5840	Mughals and Marauders; Merchants and Mahatmas: A History of South Asia since 1526 CE	
HIST 4850/5850	Pre-Modern Chinese History	
HIST 4860/5860	Modern Chinese History	
HIST 4870/5870	Courtiers, Warriors, and Merchants: Japan to 1800	
HIST 4880/5880	The Legacy of the Samurai: Japan since 1800	

American Government/Political Science

POLSCI 1014	Power & Politics in the U.S.	3
Electives in American Government (select 6 hours from the following):		6

POLSCI 2131	American State Politics	
POLSCI 3112	Campaigns and Elections	
POLSCI 3132	Community Politics	
POLSCI 3134	Congress: The First Branch	
POLSCI 3141	Constitutional Law	
POLSCI 3144	Civil Rights and Liberties	
POLSCI 3146	Judicial Politics and Policy-making	
POLSCI 3150	Public Opinion and Voting Behavior	
POLSCI 3151	Modern Presidency	
POLSCI 3166	Political Parties and Interest Groups	
POLSCI 4130/5130	Iowa Politics	

Students will select ONE of the following social science subject fields for 6 hours each area. Students can add more than one. 6

Economics

ECON 1041	Principles of Macroeconomics	
ECON 1051	Principles of Microeconomics	

Geography

GEOG 1110	Global Geography	
or GEOG 1120	Peoples, Cultures, and Environments	
2000/3000 level GEOG course		

Psychology

PSYCH 1001	Introduction to Psychology	
2000/3000 level PSYCH course		

Sociology

SOC 1000	Introduction to Sociology	
or SOC 1060	Social Problems	
Elective in Sociology		

Total Hours 33

Professional Experiences

Required:

EDUC 2386	Teaching Methods I: Introduction to Teaching Social Studies *	2
EDUC 2486	Teaching Internship I: Social Studies and History	3
EDUC 3586/5586	Teaching Methods II: Methods of Teaching Social Studies *, **	3
EDUC 3686/5686	Teaching Internship II: Social Studies and History	2
EDUC 4138	Secondary School Teaching	12
Total Hours		22

* A grade of C (2.00) or higher is required for all Methods courses.

**Social Science Teaching majors can count EDUC 3586/5586 Teaching Methods II: Methods of Teaching Social Studies for category 5 of Educator Essentials.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner 3

EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	

Category 2: Social Contexts of Learning 3

SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	

Category 3: Education for All 3

KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	

Category 4: The Classroom Environment 3

EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	

Undergraduate Majors, Minors, and Certificates

EDPSYCH 3300	Level Up: Gamified Learning Environments	
ECIE 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		3
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan
Social Science-Teaching-All Social Science, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
UNIFI/General Education or University Electives		9
HIST 1110	United States History to the Civil War and Emancipation	3
PSYCH 1001	Introduction to Psychology	3
Hours		15
Spring		
Educator Essentials Course		3
HIST 1120	United States History since the Civil War and Emancipation	3
GEOG 1210	Planet Earth	3
GEOG 1211	Planet Earth Laboratory	1
POLSCI 1014	Power & Politics in the U.S.	3
SOC 1000	Introduction to Sociology	3
Hours		16

Sophomore		
Fall		
HIST 1210	Making the Modern World	3
GEOG 1110	Global Geography (or GEOG 1120)	3
Educator Essentials Course		3
Economics Requirement		3
HIST 3110	Conflict and Justice in History: (Topic)	3
Hours		15
Spring		
EDUC 2486	Teaching Internship I: Social Studies and History	3
EDUC 2386	Teaching Methods I: Introduction to Teaching Social Studies	2
Educator Essentials Course		3
POL AMER American Government Elective		3
UNIFI/General Education or University Electives		6
Hours		17
Junior		
Fall		
Educator Essentials Course		3
American (POL AMER) Government Electives		3
Psychology Elective (PSYCH 2000/3000 level)		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
Sociology Elective		3
US History Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
Educator Essentials Course		3
EDUC 3586/5586	Teaching Methods II: Methods of Teaching Social Studies	3
World History Elective		3
EDUC 3686/5686	Teaching Internship II: Social Studies and History	2
UNIFI/General Education or University Electives		4
Hours		15
Spring		
EDUC 4138	Secondary School Teaching	12
Hours		12
Total Hours		120

Social Science-Teaching-Basic Social Science, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
HIST 1110	United States History to the Civil War and Emancipation	3
POLSCI 1014	Power & Politics in the U.S.	3

UNIFI/General Education or University Electives		9
Hours		15
Spring		
HIST 1210	Making the Modern World	3
UNIFI/General Education or University Electives		10
Educator Essentials Course		3
Hours		16
Sophomore		
Fall		
HIST 1210	Making the Modern World	3
Major Area #4		3
Educator Essentials Course		3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
EDUC 2486	Teaching Internship I: Social Studies and History	3
EDUC 2386	Teaching Methods I: Introduction to Teaching Social Studies	2
Educator Essentials Course		3
American Government Elective		3
Major Area #4 Elective		3
UNIFI/General Education or University Electives		3
Hours		17
Junior		
Fall		
Educator Essentials Course		3
US History Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
World History Elective		6
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
Educator Essentials Course		3
EDUC 3586/5586	Teaching Methods II: Methods of Teaching Social Studies	3
EDUC 3686/5686	Teaching Internship II: Social Studies and History	2
American Government Elective		3
UNIFI/General Education or University Electives		4
Hours		15
Spring		
EDUC 4138	Secondary School Teaching	12
Hours		12
Total Hours		120

Learning Outcomes

Social Science-Teaching-All Social Science, B.A.

Program Content Knowledge/Skills

- **Goal:** Student will have knowledge and skills essential for beginning secondary social studies teacher.
 - **Outcome:** Demonstrate an understanding of social science content necessary to advance student learning in a secondary social science classroom.

- **Outcome:** Design their own instruction that actively engages secondary students in social science that aligns with the recommendations of national and state standards.

Communication

- **Goal:** Student will communicate clearly and professionally.
 - **Outcome:** Use correct and accurate language during lesson and unit plan design.
 - **Outcome:** Use accurate syntax and mechanics during reflective class writings.

Critical Thinking

- **Goal:** Students will critically evaluate and reflect their practice.
 - **Outcome:** Draw conclusions about how various perspectives shape their practice.

Social Science-Teaching-Basic Social Science, B.A.

Program Content Knowledge

- **Outcome:** Students will be able to demonstrate an understanding of social science content necessary to advance student learning in a secondary social science classroom.
- **Outcome:** Students will be able to design, implement, and assess their own instruction that actively engages secondary students in social science that aligns with the recommendations of national and state standards.

Communication

- **Outcome:** Students will be able to engage in effective teaching practices based on research including the use of technology to address the needs and advance learning of all students in a social science classroom.

Critical Thinking

- **Outcome:** Students will be able to engage in relevant activities and reflective practices that lead to professional growth and life-long learning.

Social Work B.S.W.

Social Work Major

The B.S.W. Social Work major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

UNI's social work major is the most established program of its kind in the state of Iowa. You'll work with experts in trauma and mental health, gain experience in the field, and learn innovative approaches to address the complex problems facing our world.

Graduating with a Bachelor of Social Work (BSW) prepares students for beginning, generalist social work practice. You'll learn to use research-informed principles to advocate for social and economic justice, and critical thinking to examine challenging or opposing concepts.

Undergraduate Majors, Minors, and Certificates

Foundations:		6
PSYCH 1001	Introduction to Psychology	
SOC 1000 or SOC 1060	Introduction to Sociology Social Problems	
Required Courses: Research		
SOC SCI 2020	Social Sciences Statistics *	3
SW 3185	Social Work Research	3
Required Courses: Core		
SW 1001	Introduction to Social Work and Social Services	3
SW 4144	Social Policies and Issues	3
SW 4163	Diversity and Difference	3
SW 4164	Human Behavior and the Social Environment	3
Required Courses: Practice		
SW 2091	Practice with Individuals	3
SW 3192	Practice with Groups and Families	3
SW 4196	Practice with Communities and Organizations	3
SW 4200	Field Instruction	10-15
Electives: Any SW course		6
Total Hours		49-54

* STAT 1772 will substitute for SOC SCI 2020.

Admissions and class requirements: A minimum Total Cumulative GPA of 2.50 is required for admission to the Social Work major. In order to enroll in SW 4200, a student must be a Social Work major and the following must be present: senior standing (90 or more credit hours); completion of SW 1001; SW 2091; SW 3185; SW 3192; SW 4164; statistics course; and a minimum UNI and Total Cumulative GPA of 2.50. Students must also complete a field orientation prior to the start of field placement.

Students getting a Certified Nonprofit Professional certificate may count RTNL 2130 and RTNL 2210 as SW electives.

Graduation grade requirements: All required courses for the Social Work major require a C (2.00) or higher to count towards the major. A minimum UNI GPA of 2.50 is required for graduation as a Social Work major.

Students who graduate with a major in Social Work receive a Bachelor of Social Work degree.

Four-Year Plan

Social Work, BSW

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
SOC 1000	Introduction to Sociology (or SOC 1060 Social Problems)	3
SOC SCI 2020	Social Sciences Statistics(or STAT 1772 Introduction to Statistical Methods)	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
PSYCH 1001	Introduction to Psychology	3
UNIFI Scientific Reasoning w/ Lab		3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
SW 1001	Introduction to Social Work and Social Services	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
SW 2091	Practice with Individuals	3
UNIFI/General Education or University Electives		12
Hours		15
Junior		
Fall		
SW 3192	Practice with Groups and Families	3
SW 4163	Diversity and Difference	3
UNIFI/General Education or Major or University Electives		9
Hours		15
Spring		
SW 4164	Human Behavior and the Social Environment	3
SW 4196	Practice with Communities and Organizations	3
SW 3185	Social Work Research	3
UNIFI/General Education or Major or University Electives		6
Hours		15
Senior		
Fall		
SW 4144	Social Policies and Issues	3
UNIFI/General Education or Major or University Electives		12
Hours		15
Spring		
SW 4200	Field Instruction	15
Hours		15
Total Hours		120

* Minimum UNI GPA of 2.50 required for graduation as a Social Work major.

**Any 2 Social Work Elective Courses

Learning Outcomes

Social Work, BSW

Communication

- **Goal:** Students will communicate professionally.
 - **Outcome:** Use of words and mechanics of writing (spelling, grammar, punctuation).
 - **Outcome:** Use APA style 7th edition style (citation, references, margins, layout).

Critical Thinking

- **Goal:** Students will critically evaluate practice.
 - **Outcome:** Use compelling, relevant sources.
 - **Outcome:** Demonstrate thoughtful and skillful understanding of literature regarding the client population and intervention effectiveness.

Program Content Knowledge/Skills

- **Goal:** Students will have knowledge and skills essential for beginning generalist social work practice.
 - **Outcome:** Clearly describe an intervention that addresses the issue.
 - **Outcome:** Evaluate intervention.

Sociology B.A. Sociology Major

The B.A. Sociology major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required courses:

SOC 1000	Introduction to Sociology	3
or SOC 1060	Social Problems	
SOC 2000	The Sociological Career	3
SOC 2010	Research Methods	3
SOC 3070/5070	Ideas about Social Life	3
SOC SCI 2020	Social Sciences Statistics	3
Electives (no more than 6 hours may be 1000- or 2000-level)		18
Any course with a sociology prefix (SOC XXXX)		
Total Hours		33

For a listing of SOC courses that may count for electives, see here (p. 627).

Notes:

1. The following research methods courses are accepted as substitutes for SOC 2010 for double majors within the College of Social and Behavioral Sciences: FAM SERV 2030, GEOG 2350; HIST 1010; POLSCI 2010; PSYCH 3002, SW 3185.

2. No more than six total hours of SOC 3370/5370, SOC 3375/5375, SOC 4198, SOC 4485, SOC 4500/5500, SOC 4501/5501, SOC 4502/5502, SOC 4585 can count toward fulfilling the major requirements, except with the approval of your advisor and department head.

Four-Year Plan Sociology, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
SOC 1000	Introduction to Sociology (or SOC 1060 Social Problems)	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
SOC 2xxxx Sociology Elective at the 2000 Level		3
UNIFI/General Education or University Electives		12
Hours		15
Sophomore		
Fall		
SOC 2000	The Sociological Career	3
SOC 2010	Research Methods	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
SOC SCI 2020	Social Sciences Statistics	3
UNIFI/General Education or University Electives		12
Hours		15
Junior		
Fall		
Core in Sociology (Two Courses)		6
UNIFI/General Education or University Electives		9
Hours		15
Spring		
SOC 3070/5070	Ideas about Social Life (or senior year spring semester)	3
Core in Sociology		3
UNIFI/General Education or University Electives		9
Hours		15
Senior		
Fall		
Sociology Electives *		6
UNIFI/General Education or University Electives		9
Hours		15
Spring		
Sociology Electives		6
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

* Professional Development Elective (3 credits) should be pursued Junior or Senior year.

Learning Outcomes

Sociology, B.A.

Outcome 1: Students can think and write critically using sociological theory (program content)

- **1.1** Students can apply sociological theories to explain social phenomena
- **1.2** Students can critically evaluate explanations of human behavior and social phenomenon

Outcome 2: Students can collect, analyze and interpret information (critical thinking)

- **2.1** Students can apply scientific principles to understand the social world
- **2.2** Students can evaluate the quality of scientific methods and data

Outcome 3: Students can effectively communicate sociological knowledge (communication)

- **3.1** Students can present research findings to multiple audiences
- **3.2** Students can use sociological knowledge to inform public policy debates and promote public understanding

Outcome 4: Students can engage in career preparation (professionalization)

- **4.1** Students can identify workplace skills developed in their program
- **4.2** Student can identify potential careers related to their degree
- **4.3** Students can prepare for the workplace after degree completion

Outcome 5: Students can apply their knowledge through engaged learning (engagement)

- **5.1** Students can identify social problems and real-world solutions
- **5.2** Students can use sociological methods and tools in applied settings

Spanish B.A.

Spanish Major

The B.A. Spanish major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Long-term study abroad (four weeks or longer) in a Spanish-speaking country, or an equivalent experience with Spanish-speaking communities in the U.S., is strongly encouraged for students in this major.

A grade of C- (1.67) or higher is required of all Spanish courses.

Required:

Spanish: a minimum of 36 semester hours in Spanish courses more advanced than SPAN 1002;

30 hours must be in courses numbered 3000-level or higher, of which 6 hours must be in courses numbered 4000 or higher; and including at least two courses from group A and one course from group B:	
Required: (Complete all of the following)	18
SPAN 3001	Advanced Writing
or SPAN 3050/5050	Written Communication
or SPAN 3006	Spanish for Heritage Speakers
SPAN 3003	Advanced Conversation and Reading
or SPAN 3051/5051	Advanced Oral Communication
SPAN 3004	Introduction to Hispanic Literature
SPAN 3007	Introduction to Translation
or SPAN 3016	Translation for Spanish Heritage Speakers
SPAN 3008	Introduction to Spanish Linguistics
SPAN 3012	Survey of Spanish American Literature
or SPAN 3018	Survey of Spanish Literature
Group A:	6
SPAN 3020	Cultures and Civilization of Latin America
SPAN 3023	Cultures and Civilization of Spain
SPAN 3027	Latinos in the United States
SPAN 4041/5041	Hispanic Cultures: (Topic)
SPAN 4046/5046	Topics in Language and Culture: _____
SPAN 3052/5052	Contemporary Hispanic Culture
SPAN 4066/5066	Topics in Literature and Culture: _____
Group B:	3
SPAN 4045/5045	Translation
SPAN 4047/5047	Structure of Spanish
SPAN 4062/5062	Spanish American Literature: _____
SPAN 4063/5063	Peninsular Literature: _____
SPAN 4064/5064	Hispanic Literature: _____
Electives in Spanish	9
Total hours	36*

* This program begins with SPAN 3001 and will require up to twelve hours of course work beyond the minimum hours required for this major/minor if a student does not demonstrate a proficiency at the fifth semester level.

Four-Year Plan

Spanish, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly

meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required. **** Students planning to study abroad should consult with an advisor about their Plan of Study.**

Course	Title	Hour
Freshman		
Fall		
SPAN 2002	Intermediate Spanish II (if needed)	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
SPAN 3001	Advanced Writing (or SPAN 3006 or SPAN 3050)	3
UNIFI/General Education or University Electives		12
Hours		15
Sophomore		
Fall		
SPAN 3004	Introduction to Hispanic Literature	3
SPAN 3007	Introduction to Translation (or SPAN 3016)	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
SPAN 3008	Introduction to Spanish Linguistics	3
SPAN 302X - Group A Course		3
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
SPAN 3012	Survey of Spanish American Literature (or SPAN 3018)	3
SPAN 3003	Advanced Conversation and Reading	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
SPAN 3XXX/4XXX - Group A or Group B Course		3
UNIFI/General Education or University Electives OR Study Abroad (courses chosen in consultation with advisor)		12
Hours		15
Senior		
Fall		
SPAN 3XXX/4XXX - Group A course (if needed)		3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
SPAN Elective (if needed)		3
SPAN 3XXX/4XXX - Group B (if needed)		3
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

Learning Outcomes

Spanish, B.A.

- **Outcome 1:** Communication: Students can communicate in Spanish at a minimum proficiency level of Intermediate High

- **Outcome 2:** Critical thinking. Students can analyze aspects of the literatures, cultures and languages of the Spanish-speaking world.
- **Outcome 3:** Content: Students can use major linguistic, literary and/or cultural concepts in oral and written expression

Spanish - Teaching B.A. Spanish - Teaching Major

The B.A. Spanish major in Teaching requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

Long-term study abroad (four weeks or longer) in a Spanish-speaking country, or an equivalent experience with Spanish-speaking communities in the U.S., is strongly encouraged for students in this major.

This major leads to endorsement #134: 5-12 Spanish.

A grade of C- (1.67) or higher is required of all Spanish courses.

Required:

LANG 4093	Technology in Language Education	3

Spanish:

a minimum of 30 semester hours in Spanish courses numbered higher than SPAN 1002, of which 6 hours must be in courses numbered 4000 or higher; and including:

Required: 18

SPAN 3001	Advanced Writing	6
or SPAN 3050/505	Written Communication	
or SPAN 3006	Spanish for Heritage Speakers	
SPAN 3003	Advanced Conversation and Reading	6
or SPAN 3051/505	Advanced Oral Communication	
SPAN 3004	Introduction to Hispanic Literature	6
SPAN 3007	Introduction to Translation	
or SPAN 3016	Translation for Spanish Heritage Speakers	6
SPAN 3008	Introduction to Spanish Linguistics	
SPAN 3012	Survey of Spanish American Literature	6
or SPAN 3018	Survey of Spanish Literature	
Group A: (6 hours)		6
SPAN 3020	Cultures and Civilization of Latin America	6
SPAN 3023	Cultures and Civilization of Spain	
SPAN 3027	Latinos in the United States	6
SPAN 3052/5052	Contemporary Hispanic Culture	
SPAN 4041/5041	Hispanic Cultures: (Topic)	6
SPAN 4046/5046	Topics in Language and Culture: _____	

Undergraduate Majors, Minors, and Certificates

SPAN 4066/5066	Topics in Literature and Culture: _____	
Group B: (3 hours)		3
SPAN 4045/5045	Translation	
SPAN 4047/5047	Structure of Spanish	
SPAN 4062/5062	Spanish American Literature: _____	
SPAN 4063/5063	Peninsular Literature: _____	
SPAN 4064/5064	Hispanic Literature: _____	
Elective in Spanish (3 hours)		3
Total Hours		33

*This program begins with SPAN 3001 /SPAN 3006 and will require up to twelve hours of course work beyond the minimum hours required for this major/minor if a student does not demonstrate a proficiency at the fifth semester level.

Professional Experiences

Required:

EDUC 2334	Teaching Methods I: Language Teaching Methods I *	3
EDUC 2434	Teaching Internship I: Language Teaching Practicum	3
EDUC 3534/5534	Teaching Methods II: Language Assessment *, **	3
EDUC 3634/5634	Teaching Internship II: Spanish Teaching Practicum	3
EDUC 4138	Secondary School Teaching	12
Total Hours		24

* A grade of C (2.00) or higher is required for all Methods courses.

**Spanish Teaching majors can count EDUC 3534/5534 Teaching Methods II: Language Assessment for category 5 of Educator Essentials.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner		3
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		3
SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	

TESOL 2015	Language Today	
Category 3: Education for All		3
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	
Category 4: The Classroom Environment		3
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
ECIE 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		3
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

Spanish Teaching, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or

university elective hours required. **** Students planning to study abroad should consult with an advisor about their Plan of Study.**

Course	Title	Hour
Freshman		
Fall		
SPAN 2002	Intermediate Spanish II (if needed)	3
UNIFI/General Education or University Electives		12
Hours		15
Spring		
SPAN 3001	Advanced Writing (or SPAN 3006 or SPAN 3050)	3
Educator Essentials Courses		6
UNIFI/General Education or University Electives		6
Hours		15
Sophomore		
Fall		
SPAN 3003	Advanced Conversation and Reading	3
Educator Essentials Courses		6
UNIFI/General Education or University Electives		9
Hours		18
Spring		
SPAN 3004	Introduction to Hispanic Literature	3
SPAN 3007	Introduction to Translation (or SPAN 3016)	3
EDUC 2334	Teaching Methods I: Language Teaching Methods I	3
EDUC 2434	Teaching Internship I: Language Teaching Practicum	3
UNIFI/General Education or University Electives		3
Hours		15
Junior		
Fall		
SPAN 3008	Introduction to Spanish Linguistics	3
SPAN 302X - Group A Course		3
UNIFI/General Education or University Electives OR Study Abroad (courses chosen in consultation with advisor)		9
Hours		15
Spring		
SPAN 3012	Survey of Spanish American Literature (or SPAN 3018)	3
EDUC 3534/5534	Teaching Methods II: Language Assessment	3
EDUC 3634/5634	Teaching Internship II: Spanish Teaching Practicum	3
SPAN 3XXX/4XXX Group A Class or Group B Class (if needed)		3
UNIFI/General Education or University Electives		3
Hours		15
Senior		
Fall		
LANG 4093	Technology in Language Education	3
SPAN 3XXX/4XXX Group A Class or Group B Class (if needed)		3
Educator Essentials Courses		6
UNIFI/General Education or University Electives		3
Hours		15

Spring

EDUC 4138	Secondary School Teaching	12
Hours		12
Total Hours		120

Learning Outcomes

Spanish Teaching, B.A.

- **Outcome 1:** Communication: Students can communicate in Spanish at a minimum proficiency level of Intermediate High
- **Outcome 2:** Critical thinking. Students can analyze aspects of the literatures, cultures and languages of the Spanish-speaking world.
- **Outcome 3:** Content: Students can use major linguistic, literary and/or cultural concepts in oral and written expression
- **Outcome 4:** Students can design language learning tasks and rubrics that promote authentic communication.

Special and Inclusive Education - Teaching B.A.

Special and Inclusive Education - Teaching Major

The Special and Inclusive Education B.A. teaching major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

The Special and Inclusive Education Major prepares future teacher with skills, knowledge, and dispositions that support child and adolescent growth and development by adhering to philosophical, historical, cultural, and state/federal law for special and inclusive education from collaborative frameworks related to curriculum, instruction, intervention, and assessment of children with disabilities.

This major leads to 3 endorsements, Instructional Strategist I K-8 (Endorsement 260); Instructional Strategist I 5-12 (Endorsement 261); and Instructional Strategist II Intellectual Disabilities K-12 (Endorsement 264).

Required:

MATH 1204	Mathematical Reasoning ^	3
LITED 1044	Children's Literature	3
LITED 3115	Methods of Teaching Early Literacy *	3
MATH 3213	Topics in Mathematics for Grades K-8	3
LITED 3116	Methods of Teaching Content Literacy in the Intermediate Grades *	3
or LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	

Special and Inclusive Education:

SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3

Undergraduate Majors, Minors, and Certificates

SPIE 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPIE 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	3
SPIE 4162/5162	Specialized Assessment and Instruction for Students with Disabilities **	3
SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12) **	3
SPIE 4172/5172	Differentiated & Intensive Methods in Literacy & Mathematics: Elementary Mild/Mod Disabilities (K-8) **	3
SPIE 4180/5180	Interdisciplinary Study of Disability	3
SPIE 4194/5194	Experience in Special & Inclusive Educ: Prac 2, Instructional Strategist I K-8	3
SPIE 4195/5195	Experience in Special & Inclusive Educ: Prac 2, Instructional Strategist I 5-12	3
Total Hours		42

^ Students must earn a C- or higher in MATH 1204 in order for the course to satisfy in the Special and Inclusive Education major.

* A grade of C (2.00) or higher is required for all Methods courses.

**Students must earn a C or higher in SPIE 4162/5162, SPIE 4171/5171, and SPIE 4173/5173.

Professional Experiences

Required:

Teaching Methods I:		
SPIE 4161/5161	Constructions of Behavior and Humanistic Supports *	3
Teaching Internship I:		
SPIE 4163/5163	Field Experience in Specialized Assessment, Instruction and Management in Special Education (K-8)	3
Teaching Methods II:		
SPIE 4173/5173	Instructional Methods for Inclusive Learning (5-12) *	3
Teaching Internship II:		
SPIE 4196/5196	Experience in Special & Inclusive Ed: Prac 2, Instr Strategist II Intellectual Disability K-12	3
EDUC 4135	Special Education Teaching	12
Total Hours		24

* A grade of C (2.00) or higher is required for all Methods courses.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner		3
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		3
SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
Category 3: Education for All		3
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	
Category 4: The Classroom Environment		3
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
ECIE 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		3
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3

ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

Special and Inclusive Education - Teaching, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
UNIFI/General Education or University Electives		6
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	3
MATH 1204	Mathematical Reasoning	3
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3
TEACHING 2020	Introduction to Teaching: Exploring Options	1
Hours		16
Spring		
LITED 1044	Children's Literature	3
UNIFI/General Education or University Electives		10
Educator Essentials Course		3
Hours		16
Sophomore		
Fall		
SPIE 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPIE 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	3
UNIFI/General Education or University Electives		4
LITED 3115	Methods of Teaching Early Literacy	3
Educator Essentials Course		3
Hours		16
Spring		
SPIE 4161/5161	Constructions of Behavior and Humanistic Supports	3
SPIE 4162/5162	Specialized Assessment and Instruction for Students with Disabilities	3
SPIE 4163/5163	Field Experience in Specialized Assessment, Instruction and Management in Special Education (K-8)	3

Educator Essentials Course		3
UNIFI/General Education or University Electives		3
Hours		15
Junior		
Fall		
SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12)	3
SPIE 4172/5172	Differentiated & Intensive Methods in Literacy & Mathematics: Elementary Mild/Mod Disabilities (K-8)	3
SPIE 4194/5194	Experience in Special & Inclusive Educ: Prac 2, Instructional Strategist I K-8	3
MATH 3213	Topics in Mathematics for Grades K-8	3
UNIFI/General Education or University Electives		3
Hours		15
Spring		
SPIE 4196/5196	Experience in Special & Inclusive Ed: Prac 2, Instr Strategist II Intellectual Disability K-12	3
SPIE 4173/5173	Instructional Methods for Inclusive Learning (5-12)	3
SPIE 4195/5195	Experience in Special & Inclusive Educ: Prac 2, Instructional Strategist I 5-12	3
SPIE 4180/5180	Interdisciplinary Study of Disability	3
UNIFI/General Education or University Electives		3
Hours		15
Senior		
Fall		
UNIFI/General Education or University Electives		15
Hours		15
Spring		
EDUC 4135	Special Education Teaching	12
Hours		12
Total Hours		120

Learning Outcomes

Special and Inclusive Education - Teaching, B.A.

- Identify characteristics of learners identified with disabilities appropriate to the pursued endorsement area
- Implement systematic, explicit approaches to reading, writing and mathematics to support each learner's academic progress.
- Perform unbiased assessment, diagnosis, and evaluation procedures to make decisions about individualized support of learners eligible for special education services that draw from a plurality of universally designed methods and materials that are culturally responsive, age-appropriate, and provide curricular and instructional support for eligible individuals. This includes writing and implementing individualized educational plans (IEPs) and collaboration with related services. (UNI SLO - Content Knowledge and Skills)
- Co-create positive, inclusive learning environments that support students' emotional well-being and facilitate positive social interactions across universally designed and culturally responsive settings that build on the reflexivity of teacher learning (UNI SLO - Critical Thinking)

Undergraduate Majors, Minors, and Certificates

- Communicate and collaborate effectively with existing and potential partners to support individuals with disabilities (e.g., families, classroom teachers, support services personnel, paraprofessionals, community partners, and others involved in the education program) and transitional collaboration, including individuals with disabilities. (UNI SLO - Communication)

Supply Chain Management
B.A.

Supply Chain Management Major

The B.A. Supply Chain Management major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required Business Core:

Business Administration, Interdepartmental:		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
BUSINESS 2000	Business Professionals in Training	0
Accounting:		
ACCT 2120	Principles of Financial Accounting	3
ACCT 2130	Principles of Managerial Accounting	3
Marketing:		
MKTG 2110	Principles of Marketing *	3
Management:		
MGMT 2080	Introduction to Information Systems	3
MGMT 3100	Legal and Social Environment of Business	3
or ACCT 3075	Legal and Ethical Concepts for Accountants	
MGMT 3154	Operations Management	3
MGMT 3965/5965	Organizational Behavior	3
MGMT 4175	Strategic Management **	3
Finance:		
FIN 3130	Corporate Finance	3
Economics:		
ECON 1011	Statistics for Business Analytics	3
ECON 2090	Decision Analytics	3
ECON 1041	Principles of Macroeconomics	3
ECON 1051	Principles of Microeconomics	3
Mathematics:		
STAT 1772	Introduction to Statistical Methods	3
Required Courses:		
MGMT 3161	Supply Chain and Purchasing	3
MGMT 3167	Global Supply Chain Management	3
MGMT 3168	Supply Chain Modeling and Analytics	3

MKTG 3163	Distribution and Logistics	3
Electives: Select two of the following:		6
Management:		
MGMT 3166	Six Sigma and Lean Consulting Methodology	
MGMT 3185	Project Management	
MGMT 3189/5189	International Management	
MGMT 3974/5974	Ethics, Responsible AI, and Business	
MGMT 3984/5984	Dynamics of Negotiations	
Total Hours		60

- * These courses have additional prerequisites as follows:
MKTG 2110 has prerequisite of ECON 1031 or ECON 1041.
** The rest of the business core must be completed before MGMT 4175 is taken.

Note: Supply Chain Management majors are allowed to double major with Business Analytics, Management Information Systems, Management: Organizational Leadership, Management: Business Administration, or Human Resource Management with five additional classes (i.e., only one class is allowed to double count for both majors).

Supply Chain Management Majors are allowed to earn an Organizational Leadership minor with four additional classes (i.e., no classes are allowed to double count for the Supply Chain Management major and the Organizational Leadership minor).

Four-Year Plan
Supply Chain Management, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
BUSINESS 1000	Introductory Seminar for Business Professionals	0
ECON 1041	Principles of Macroeconomics	3
ENGLISH 1005	College Writing and Research	3
STAT 1772	Introduction to Statistical Methods	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
ECON 1011	Statistics for Business Analytics	3
ECON 1051	Principles of Microeconomics	3
UNIFI/General Education or University Electives		9
Hours		15

Sophomore**Fall**

ACCT 2120	Principles of Financial Accounting	3
ECON 2090	Decision Analytics	3
UNIFI/General Education or University Electives		9
Hours		15

Spring

BUSINESS 2000	Business Professionals in Training	0
ACCT 2130	Principles of Managerial Accounting	3
ECON 2090	Decision Analytics	3
UNIFI/General Education or University Electives		9
Hours		15

Junior**Fall**

MGMT 3965/5965	Organizational Behavior	3
MGMT 3154	Operations Management	3
MKTG 2110	Principles of Marketing	3
UNIFI/General Education or University Electives		6
Hours		15

Spring

FIN 3130	Corporate Finance	3
MGMT 3100	Legal and Social Environment of Business	3
MKTG 3163	Distribution and Logistics	3
UNIFI/General Education or University Electives		6
Hours		15

Senior**Fall**

MGMT 3161	Supply Chain and Purchasing	3
MGMT 3168	Supply Chain Modeling and Analytics	3
Supply Chain elective		3
UNIFI/General Education or University Electives		6
Hours		15

Spring

MGMT 3167	Global Supply Chain Management	3
MGMT 4175	Strategic Management	3
Supply Chain elective		3
UNIFI/General Education or University Electives		6
Hours		15

Total Hours **120**

Learning Outcomes

Supply Chain Management, B.A.

Objective 1: Learners will demonstrate disciplinary content knowledge.

- **Outcome 1.1.** Learners will demonstrate broad knowledge of the business disciplines.
- **Outcome 1.2.** Learners will deploy SCM tools to support organizations.
- **Outcome 1.3.** Learners will explain, perform, and manage the process of product and service development.

Objective 2: Learners will display analytical skills to aid in business decision-making.

- **Outcome 2.1.** Learners will display a broad set of quantitative skills.
- **Outcome 2.2.** Learners will display appropriate use of relevant technology/software.

Objective 3: Learners will display strong communication skills.

- **Outcome 3.1.** Learners will demonstrate the professional writing skills needed for the management of internal and external stakeholders.
- **Outcome 3.2.** Learners will use professional language for communicating with supply chain clients.

Objective 4: Learners will be able to apply critical thinking skills.

- **Outcome 4.1.** Learners will apply critical thinking skills to solve complex supply chain, operations, and project management problem.

Objective 5: Learners will be able to identify and ready to exhibit strong work values in contemporary organizations.

- **Outcome 5.1.** Learners will identify ethical components in business situations.
- **Outcome 5.2.** Learners will display strong work values associated with professionalism, collaborative work, and DEI.

Policies

Note: A copy of the Wilson College Policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>.

Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Management, MIS, Business Analytics, Human Resource Management, and Supply Chain Management majors may declare a double major and/or major and minor within the Wilson College of Business, subject to regulations imposed by those Wilson College of Business departments affected. Management majors may not major in Human Resource Management or minor in Organizational Leadership. No more than one emphasis area may be declared in Management.

All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). A student must earn a 2.20 cumulative grade point average at UNI; and earn an overall 2.20 grade point average in business designated courses taken at UNI.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These exceptions include major combinations which allow two double-counted courses:

Undergraduate Majors, Minors, and Certificates

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Management Department may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or a second Wilson College of Business major is based on competitive GPA and space availability.

Teaching English to Speakers of Other Languages (TESOL) B.A.

Teaching English to Speakers of Other Languages (TESOL) Major

The B.A. Teaching English to Speakers of Other Languages (TESOL) major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Required:

TESOL 2015	Language Today	3

Literature & Language Core:

ENGLISH 2520	Multicultural Literature	3

6 hours of language study in a language other than that		6

used to satisfy UNI's Foreign Language Graduation Requirement, such as Spanish, French, Chinese, ASL, or other language as approved by the department.

One of the following courses:		3

ENGLISH 2120	Critical Writing About Literature	

ENGLISH 2700	Elements of Creative Writing	

EDUC 2320	Teaching Methods I: The Teaching of Writing	

Complete all of the following:

TESOL 3110	The Structure of English	3
or TESOL 4120/5120	Introduction to Linguistics	

TESOL 4520/5520	Cultural Aspects of Language and Language Teaching	3
or TESOL 4540/5540	Sociolinguistics	

TESOL 4340/5340	English Grammar: Form and Function	3

TESOL 4350/5350	Phonetics, Phonology, and Language Teaching	3

TESOL 4510/5510	Language Development	3

TESOL 4720/5720	Bilingualism and Bilingual Education	3

EDUC 2334	Teaching Methods I: Language Teaching Methods I	3

EDUC 3504/5504	Teaching Methods II: Language Teaching Methods II	3

Electives in TESOL/Applied Linguistics		3

Electives in literature or TESOL/Applied Linguistics		3

Total Hours		45

Note: International students must have achieved a TOEFL paper-based score of 600 or computer-based score of 250 or the equivalent in order to demonstrate their proficiency in English.

Four-Year Plan

Teaching English to Speakers of Other Languages, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required. **** Students planning to study abroad should consult with an advisor about their Plan of Study.**

Course	Title	Hour

Freshman

Fall

TESOL 2015	Language Today	3

UNIFI/General Education or University Electives		12

Hours		15

Spring

ENGLISH 2120	Critical Writing About Literature	3

UNIFI/General Education or University Electives		12

Hours		15

Sophomore

Fall

ENGLISH 2520	Multicultural Literature	3

SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3

Language Study Course		3

UNIFI/General Education or University Electives		5

Hours		14

Spring

TESOL 4120/5120	Introduction to Linguistics (or TESOL 3110)	3

Language Study Course		3

UNIFI/General Education or University Electives		8

Hours		14

Junior

Fall

EDUC 2334	Teaching Methods I: Language Teaching Methods I	3

ENGLISH 3920/5920	The Teaching of Writing (or alternative)	3

TESOL 4340/5340	English Grammar: Form and Function	3

UNIFI/General Education or University Electives		8

Hours		17

Spring

TESOL 4540/5540	Sociolinguistics (or TESOL 4520)	3

TESOL 4720/5720	Bilingualism and Bilingual Education	3
TESOL 4760/5760	Language Teaching Methods II	3
UNIFI/General Education or University Electives OR Study Abroad (courses chosen in consultation with advisor)		6
Hours		15
Senior		
Fall		
TESOL 4510/5510	Language Development	3
TESOL 4XXX Elective in TESOL		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
TESOL 4350/5350	Phonetics, Phonology, and Language Teaching	3
ENGLISH or TESOL 4XXX TESOL Major Elective		3
UNIFI/General Education or University Electives		9
Hours		15
Total Hours		120

Learning Outcomes

Teaching English to Speakers of Other Languages (TESOL), B.A.

- **Content.** Students display knowledge of key linguistic and sociocultural dimensions of second language acquisition and bilingualism.
- **Communication.** Students can communicate appropriately, successfully, and according to profession-specific standards in oral presentations and in writing.
- **Critical Thinking.** Students can effectively analyze aspects of the languages, cultures, and language development of diverse learners.
- **Instructional Strategies.** Students can compare and make appropriate choices among a variety of instructional strategies to help learners develop language proficiency and build understanding of diverse cultures.

Teaching English to Speakers of Other Languages (TESOL) - Teaching B.A.

Teaching English to Speakers of Other Languages (TESOL) - Teaching Major

The B.A. Teaching English to Speakers of Other Languages (TESOL) - Teaching major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

Student teaching at both the K-8 and 5-12 levels is required to earn the ESL K-12 endorsement on an Iowa teaching license.

This major leads to endorsement #104: K-12 English as a Second Language.

Required

Literature & Language Core:

TESOL 2015	Language Today	3

6 hours of language study in a language other than that used to satisfy UNI's Foreign Language Graduation Requirement, such as Spanish, French, Chinese, ASL, or other language as approved by the department.

One of the following courses: 3

ENGLISH 2120	Critical Writing About Literature	
ENGLISH 2520	Multicultural Literature	
ENGLISH 2770	Introduction to Workplace Writing	
EDUC 2320	Teaching Methods I: The Teaching of Writing *	
TESOL 2310	Modern English Grammar and Usage	

All of the following:

TESOL 4120/5120	Introduction to Linguistics	3
or TESOL 3110	The Structure of English	
TESOL 4520/5520	Cultural Aspects of Language and Language Teaching	3

or TESOL 4540/5540 Sociolinguistics

TESOL 4340/5340	English Grammar: Form and Function	3
TESOL 4350/5350	Phonetics, Phonology, and Language Teaching	3
TESOL 4510/5510	Language Development	3
TESOL 4720/5720	Bilingualism and Bilingual Education	3
LANG 4093	Technology in Language Education	3
EDUC 3534/5534	Teaching Methods II: Language Assessment *, **	3

Total Hours 36

Note: International students must have achieved a TOEFL paper-based score of 600 or computer-based score of 250 or the equivalent in order to demonstrate their proficiency in English.

* This section of Methods does not satisfy the TESOL Teaching Methods Professional Experience requirement.

**TESOL Teaching majors can count EDUC 3534/5534 Teaching Methods II: Language Assessment for category 5 of Educator Essentials.

Professional Experiences

Required:

EDUC 2334	Teaching Methods I: Language Teaching Methods I *	3
EDUC 2434	Teaching Internship I: Language Teaching Practicum	3
EDUC 3504/5504	Teaching Methods II: Language Teaching Methods II *	3

Undergraduate Majors, Minors, and Certificates

EDUC 3604/5604	Teaching Internship II: TESOL Teaching Practicum	3
EDUC 4138	Secondary School Teaching	12
Total Hours		24

* A grade of C (2.00) or higher is required for all Methods courses.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner 3

EDPSYCH 1500	Reflections on Learning
EDPSYCH 2068	Development and Learning in Sociocultural Contexts
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)

Category 2: Social Contexts of Learning 3

SOCFOUND 2119	Social & Cultural Foundations of Education
SOCFOUND 2134	A Modern History of Education in the United States
SOCFOUND 2334	Education Policy and Politics of Education
TESOL 2015	Language Today

Category 3: Education for All 3

KINES 4152	Adapted Physical Education
SOCFOUND 3334	Education, Power, and Change
SOCFOUND 3434	Social Movements and Education
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms
TESOL 3710	Content Area Strategies for English Language Learners

Category 4: The Classroom Environment 3

EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom
EDPSYCH 3300	Level Up: Gamified Learning Environments
ECIE 4151	Early Childhood Curriculum Development and Organization
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments
SOCFOUND 3219	Critical Perspectives on Technology and Education

Category 5: Effective Pedagogy 3

ARTED 4600	Expressive Learning Assessment

LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age
MEASRES 3510	Assessment for Learning
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment

Category 6: The Professional Educator 3

ECIE 3149	Child, Family, School and Community Relationships
SOCFOUND 3519	Teacher Leadership & Educational Change
TEACHING 3177	Collaborative Partnerships for Educators

Total Hours 18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

Teaching English to Speakers of Other Languages-Teaching, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
TESOL 2015	Language Today	3
Language Study Course		3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
ENGLISH 2120	Critical Writing About Literature	3
Language Study Course		3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
TESOL 4120/5120	Introduction to Linguistics (or TESOL 3110)	3
Educator Essentials Courses		6
UNIFI/General Education or University Electives		6
Hours		15
Spring		
Educator Essentials Courses		6
UNIFI/General Education or University Electives		9
Hours		15
Junior		
Fall		
EDUC 2334	Teaching Methods I: Language Teaching Methods I	3
EDUC 2434	Teaching Internship I: Language Teaching Practicum	3

TESOL 4510/5510	Language Development	3
Educator Essentials Course		3
UNIFI/General Education or University Electives		3
Hours		15
Spring		
LANG 4093	Technology in Language Education	3
TESOL 4350/5350	Phonetics, Phonology, and Language Teaching	3
TESOL 4540/5540	Sociolinguistics (or TESOL 4520)	3
TESOL 4720/5720	Bilingualism and Bilingual Education	3
TESOL 4760/5760	Language Teaching Methods II	3
UNIFI/General Education or University Electives		3
Hours		18
Senior		
Fall		
EDUC 3504/5504	Teaching Methods II: Language Teaching Methods II	3
EDUC 3604/5604	Teaching Internship II: TESOL Teaching Practicum	3
TESOL 4340/5340	English Grammar: Form and Function	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
EDUC 4140	Special Area Teaching: Art, ESL, Music, and Physical Education	12
Hours		12
Total Hours		120

Learning Outcomes

Teaching English to Speakers of Other Languages-Teaching, B.A.

- **Content.** Students display knowledge of key linguistic and sociocultural dimensions of second language acquisition and bilingualism.
- **Communication.** Students can communicate appropriately, successfully, and according to profession-specific standards in oral presentations and in writing.
- **Critical Thinking.** Students can effectively analyze aspects of the languages, cultures, and language development of diverse learners.
- **Instructional Strategies.** Students can compare and make appropriate choices among a variety of instructional strategies to help learners develop language proficiency and build understanding of diverse cultures.

Technology and Engineering Education - Teaching B.S.

Technology and Engineering Education - Teaching Major

The B.S. Technology and Engineering Education-Teaching major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences

requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

This major leads to Iowa BOEE endorsement #140: 5-12 Industrial Technology.

Math and Science:

CHEM 1020	Chemical Technology	4
PHYSICS 1000 & PHYSICS 1010	Physics in Everyday Life and Physics in Everyday Life Laboratory [^]	4
or PHYSICS 1511	General Physics I	
MATH 1140	Precalculus [^]	4
or MATH 1150	Calculus for Technology	

Required Core:

TECH 1008	Basic Manufacturing Processes	3
TECH 1010	Fundamentals of Metal Removal	3
TECH 1024	Engineering Design with CAD	3
CONSTR 1000	Fundamentals of Construction Management Materials & Methods	3
TECH 1055	Graphic Communications Foundations	3
TECH 1037	Introduction to Circuits	3
or TECH 3164	Programmable Logic Controllers (PLCs)	
or TECH 2036	Power Technology	
TECH 2065	Industrial Robotics	3
TECH TEE 2020	Transportation Technology	3
Total Hours		36

[^] Has prerequisite of satisfactory score on ALEKS exam or subsequent remediation.

Professional Experiences

Required:

EDUC 2341	Teaching Methods I: Industrial Technology Curriculum Planning*	3
EDUC 2441	Teaching Internship I: Industrial Technology Instruction I	3
EDUC 3541/5541	Teaching Methods II: Industrial Technology Lab Management ^{*,@}	3
EDUC 3641/5641	Teaching Internship II: Industrial Technology Instruction II	3
EDUC 4138	Secondary School Teaching	12
Total Hours		24

* A grade of C (2.00) or higher is required for all Methods courses.
 @EDUC 3541/5541 meets the Bachelor of Science degree undergraduate research course requirement.

Undergraduate Majors, Minors, and Certificates

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner 3

EDPSYCH 1500	Reflections on Learning
EDPSYCH 2068	Development and Learning in Sociocultural Contexts
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)

Category 2: Social Contexts of Learning 3

SOCFOUND 2119	Social & Cultural Foundations of Education
SOCFOUND 2134	A Modern History of Education in the United States
SOCFOUND 2334	Education Policy and Politics of Education
TESOL 2015	Language Today

Category 3: Education for All 3

KINES 4152	Adapted Physical Education
SOCFOUND 3334	Education, Power, and Change
SOCFOUND 3434	Social Movements and Education
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms
TESOL 3710	Content Area Strategies for English Language Learners

Category 4: The Classroom Environment 3

EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom
EDPSYCH 3300	Level Up: Gamified Learning Environments
ECIE 4151	Early Childhood Curriculum Development and Organization
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments
SOCFOUND 3219	Critical Perspectives on Technology and Education

Category 5: Effective Pedagogy 3

ARTED 4600	Expressive Learning Assessment
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age
MEASRES 3510	Assessment for Learning
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment

Category 6: The Professional Educator 3

ECIE 3149	Child, Family, School and Community Relationships
SOCFOUND 3519	Teacher Leadership & Educational Change
TEACHING 3177	Collaborative Partnerships for Educators

Total Hours 18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

Technology and Engineering Education Teaching, B.S.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
TECH 1008	Basic Manufacturing Processes	3
TECH 1055	Graphic Communications Foundations	3
TECH TEE 1000	Introduction to Technology and Engineering Education	3
UNIFI/General Education or University Electives		3
Educator Essentials Course		3

Hours 15

Spring		
MATH 1140	Precalculus	4
TECH 1010	Fundamentals of Metal Removal	3
UNIFI/General Education or University Electives		6
Educator Essentials Course		3

Hours 16

Sophomore		
Fall		
PHYSICS 1000	Physics in Everyday Life	3
PHYSICS 1010	Physics in Everyday Life Laboratory	1
TECH 1024	Engineering Design with CAD	3
CONSTR 1000	Fundamentals of Construction Management Materials & Methods	3
UNIFI/General Education or University Electives		3
Educator Essentials Course		3

Hours 16

Spring		
EDUC 2341	Teaching Methods I: Industrial Technology Curriculum Planning	3
EDUC 2441	Teaching Internship I: Industrial Technology Instruction I	3
UNIFI/General Education or University Electives		6

Educator Essentials Course		3
Hours		15
Junior		
Fall		
CHEM 1020	Chemical Technology	4
TECH 2065	Industrial Robotics	3
UNIFI/General Education or University Electives		6
Educator Essentials Course		3
Hours		16
Spring		
TECH 3164	Programmable Logic Controllers (PLCs)	3
TECH TEE 2020	Transportation Technology	3
UNIFI/General Education or University Electives		6
Hours		12
Senior		
Fall		
SOCFOUND 2119	Social & Cultural Foundations of Education	3
EDUC 3541/5541	Teaching Methods II: Industrial Technology Lab Management	3
EDUC 3641/5641	Teaching Internship II: Industrial Technology Instruction II	3
UNIFI/General Education or University Electives		6
Educator Essentials Course		3
Hours		18
Spring		
EDUC 4138	Secondary School Teaching	12
Hours		12
Total Hours		120

Learning Outcomes

Technology and Engineering Education Teaching, B.S.

Program Educational Objectives (PEOs):

- Financial responsibilities
- Diverse learners & student documents
- Conducting yourself as a professional educator
- Post secondary advisor to students

Student Learning Objectives (SLOs):

- Design and deliver curriculum plan in Technology and Engineering Education.
- Evaluate laboratory spaces in Technology and Engineering Education.
- Apply skills in Manufacturing as related to Technology and Engineering Education.
- Apply skills in Construction as related to Technology and Engineering Education.
- Apply skills in Energy and Power as related to Technology and Engineering Education.
- Apply skills in Graphic Communications as related to Technology and Engineering Education.

- Ability to apply skills in Transportation as related to Technology and Engineering Education.

TESOL/Modern Language - Teaching B.A.

TESOL/Modern Language - Teaching Major (*Extended Program*)

The B.A. TESOL/Modern Language Major-Teaching requires a minimum of 121 total hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, the Educator Essentials requirements, and the following specified major requirements to complete the minimum of 121 hours.

Student teaching at both the K-8 and 5-12 levels is required to earn the ESL K-12 endorsement on an Iowa teaching license.

This major leads to endorsements #104: K-12 English as a Second Language, #133: K-8 Spanish, and #134: 5-12 Spanish.

A grade of C- (1.67) or higher is required of all Spanish courses.

Select one of the following: 3

English:	
ENGLISH 2120	Critical Writing About Literature
ENGLISH 2770	Introduction to Workplace Writing
SPAN 3003	Advanced Conversation and Reading
SPAN 3051/5051	Advanced Oral Communication
EDUC 2320	Teaching Methods I: The Teaching of Writing *

Pedagogy Component--complete all of the following:

Language:	
LANG 4093	Technology in Language Education 3

TESOL Component--complete all of the following:

TESOL 4120/5120 or TESOL 3110	Introduction to Linguistics The Structure of English 3
TESOL 4340/5340	English Grammar: Form and Function 3
TESOL 4350/5350	Phonetics, Phonology, and Language Teaching 3
TESOL 4510/5510	Language Development 3
TESOL 4520/5520 or TESOL 4540/5540	Cultural Aspects of Language and Language Teaching ** Sociolinguistics 3
TESOL 4720/5720	Bilingualism and Bilingual Education 3

Select one language emphasis below (note: the French Emphasis is currently suspended and may not be selected at this time)

Total Hours 24

Undergraduate Majors, Minors, and Certificates

* This section of Methods does not satisfy the TESOL/Spanish Teaching Methods Professional Experience requirement.

**TESOL/Modern Language students may count TESOL 4520/5520 for category 2 of Educator Essentials.

Emphases

French

French Emphasis:

Languages:

LANG 4093	Technology in Language Education

French:

FREN 2001	Intermediate French Language and Culture

FREN 2002	Composition

FREN 2011	Topics in French Conversation: _____

FREN 2012	Advanced Topics in French Conversation: _____

FREN 3001/5001	Advanced Composition

FREN 3004	Introduction to Literature in French

FREN 4005/5005	Stylistics

FREN 4024/5024	French Civilization or FREN 4025/502 Contemporary France

FREN 4091	Practicum in Teaching French

At least one French literature course; and electives in French more advanced than FREN 1002 and FREN 1012.

Spanish

Spanish Emphasis

Note: this Emphasis begins with SPAN 2002 and will require up to 9 hours of coursework beyond the minimum hours required for this Emphasis if a student does not qualify for enrollment in SPAN 2002.

Long-term study abroad (four weeks or longer) in a Spanish-speaking country, or an equivalent experience with Spanish-speaking communities in the U.S., is strongly encouraged for students in this major.

Spanish:

SPAN 2002	Intermediate Spanish II	3

SPAN 3001	Advanced Writing	3

or SPAN 3006	Spanish for Heritage Speakers	

or SPAN 3050/5050	Written Communication	

SPAN 3004	Introduction to Hispanic Literature	3

SPAN 3007	Introduction to Translation	3

or SPAN 3016	Translation for Spanish Heritage Speakers	

SPAN 3008	Introduction to Spanish Linguistics	3

Select one of the following:		3

SPAN 3020	Cultures and Civilization of Latin America	

SPAN 3023	Cultures and Civilization of Spain	
SPAN 3027	Latinos in the United States	
SPAN 3052/5052	Contemporary Hispanic Culture	
Select one of the following:		3
SPAN 4041/5041	Hispanic Cultures: (Topic)	
SPAN 4045/5045	Translation	
SPAN 4046/5046	Topics in Language and Culture: _____	
SPAN 4047/5047	Structure of Spanish	
Total Hours		21

Note: International students must have achieved a TOEFL paper-based score of 600 or computer-based score of 250 or the equivalent.

Professional Experiences

Required:

EDUC 2334	Teaching Methods I: Language Teaching Methods I *	3

EDUC 2434	Teaching Internship I: Language Teaching Practicum	3

EDUC 3534/5534	Teaching Methods II: Language Assessment *, **	3

EDUC 3504/5504	Teaching Methods II: Language Teaching Methods II *	3

EDUC 3634/5634	Teaching Internship II: Spanish Teaching Practicum	3

EDUC 3604/5604	Teaching Internship II: TESOL Teaching Practicum	3

EDUC 4138	Secondary School Teaching	6

EDUC 4140	Special Area Teaching: Art, ESL, Music, and Physical Education	6

Total Hours		30

* A grade of C (2.00) or higher is required for all Methods courses.

**TESOL/Spanish teaching majors can count EDUC 3534/5534 Teaching Methods II: Language Assessment for category 5 of Educator Essentials.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner	3

EDPSYCH 1500	Reflections on Learning

EDPSYCH 2068	Development and Learning in Sociocultural Contexts

EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom

SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)

Category 2: Social Contexts of Learning	3

SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
Category 3: Education for All		3
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	
Category 4: The Classroom Environment		3
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
ECIE 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		3
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Four-Year Plan

TESOL/Spanish-Teaching, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
SPAN 2002	Intermediate Spanish II (or SPAN 3001 or SPAN 3006 or SPAN 3050)	3
UNIFI/General Education or University Electives		9
Educator Essentials Course		3
Hours		15
Spring		
SPAN 3001 or SPAN 3006 or SPAN 3050		3
UNIFI/General Education or University Electives		12
Hours		15
Sophomore		
Fall		
SPAN 3004	Introduction to Hispanic Literature	3
SPAN Core Course		3
Educator Essentials Courses		6
UNIFI/General Education or University Electives		3
Hours		15
Spring		
EDUC 2334	Teaching Methods I: Language Teaching Methods I	3
EDUC 2434	Teaching Internship I: Language Teaching Practicum	3
TESOL 4120/5120	Introduction to Linguistics (or TESOL 3110)	3
SPAN 3007	Introduction to Translation (or SPAN 3016)	3
TESOL 4510/5510	Language Development	3
UNIFI/General Education or University Electives		3
Hours		18
Junior		
Fall		
TESOL 4520/5520	Cultural Aspects of Language and Language Teaching	3
EDUC 3504/5504	Teaching Methods II: Language Teaching Methods II	3
EDUC 3604/5604	Teaching Internship II: TESOL Teaching Practicum	3
SPAN 3008	Introduction to Spanish Linguistics	3
TESOL 4340/5340	English Grammar: Form and Function	3
Hours		15
Spring		
TESOL 4350/5350	Phonetics, Phonology, and Language Teaching	3
EDUC 3534/5534	Teaching Methods II: Language Assessment	3

Undergraduate Majors, Minors, and Certificates

EDUC 3634/5634	Teaching Internship II: Spanish Teaching Practicum	3
SPAN 4045/5045	Translation (or SPAN 4046 or SPAN 4047)	3
UNIFI/General Education or University Electives		4
Hours		16
Senior		
Fall		
LANG 4093	Technology in Language Education	3
TESOL 4720/5720	Bilingualism and Bilingual Education	3
SPAN 3020 or SPAN 3023 or SPAN 3027 or SPAN 3052 or culture course		3
Educator Essentials Courses		6
Hours		15
Spring		
EDUC 4140	Special Area Teaching: Art, ESL, Music, and Physical Education	6
EDUC 4138	Secondary School Teaching	6
Hours		12
Total Hours		121

Learning Outcomes

TESOL/modern language: Spanish - Teaching, B.A.

- **Content.** Students display knowledge of key linguistic and sociocultural concepts in Spanish and English, and literary concepts and conventions in Spanish.
- **Communication.** Students can communicate appropriately, successfully, and according to profession-specific standards in oral presentations and in writing in English and Spanish.
- **Critical Thinking.** Students can effectively analyze aspects of languages and cultures in English and Spanish.
- **Instructional Strategies.** Students can compare and make appropriate choices among a variety of instructional strategies to help learners develop language proficiency and build understanding of diverse cultures.

Theatre B.A.

Theatre Major

The B.A. Theatre major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements, the major requirements for one of the three Theatre major options as defined below, and university electives to total 120 hours.

Theatre Major options:

Theatre Major with a Performance emphasis (Theatre core plus 18 hours Performance emphasis requirements)

Theatre Major with a Design and Production emphasis (Theatre core plus 19 hours Design and Production emphasis requirements)

Theatre Major with a Theatre for Youth and Communities emphasis (Theatre core plus 16 hours Drama and Theatre for Youth emphasis requirements)

Theatre core requirements

Theatre:

THEATRE 1010	Foundations of Theatre	3
THEATRE 1011	Foundations of Theatre Lab	1
THEATRE 1012	Stagecraft: Scenery/Lights	3
THEATRE 1015	Stagecraft: Costumes	3
THEATRE 1022	Playscript Analysis	3
THEATRE 1030	Acting	3
THEATRE 1050	Creative Drama	3
THEATRE 2050	Theatre Practicum (3 required- ONE may be in performance)	3
THEATRE 3060	History of the Theatre I	3
THEATRE 3070	History of the Theatre II	3
THEATRE 3160	Directing	3
Total Hours		31

Requirements for the three options are as follows:

Performance Emphasis

Required

Theatre core		31
Theatre:		
THEATRE 1040	Movement for the Actor	3
THEATRE 2025	Body, Voice, Awareness	3
THEATRE 3003	Vocal Production for the Actor	3
THEATRE 3030	Auditioning and the Business of Acting	3
THEATRE 3126	Acting Studio I	3
THEATRE 3127	Acting Studio II	3
Total Hours		49

Design and Production Emphasis

Required

Theatre core		31
Theatre:		
THEATRE 3050	Theatre Production	1
THEATRE 3141	Stage Makeup	3
or THEATRE 3146	Theatrical Painting	
THEATRE 3143	Drafting for Theatre	3
THEATRE 3144	Costume Patterning & Draping	3
THEATRE 3220	Design I: Theatrical Design Aesthetics	3
THEATRE 3230	Design II: Theatrical Design Process	3
THEATRE 3240	Design III: Theatrical Design Application	3
Total Hours		50

Theatre for Youth and Communities Emphasis

Required

Theatre core		31
Theatre:		
THEATRE 2151	Community Engagement	1
THEATRE 3090	Theatre for Communities	3
THEATRE 3110/5110	Theatre for Youth	3

THEATRE 3115	Methods of Teaching Drama and Theatre	3
Electives from within Theatre Department		3
Electives outside Theatre Department (chosen in consultation with advisor)		3
Total Hours		47

Four-Year Plan

Theatre: Performance, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
THEATRE 1010	Foundations of Theatre	3
THEATRE 1011	Foundations of Theatre Lab	1
THEATRE 1030	Acting	3
THEATRE 1040	Movement for the Actor	3
UNIFI/General Education or University Electives		6
Hours		16
Spring		
THEATRE 1012	Stagecraft: Scenery/Lights (or THEATRE 1015 Stagecraft: Costumes)	3
UNIFI/General Education or University Electives		12
Hours		15
Sophomore		
Fall		
THEATRE 1015	Stagecraft: Costumes (or THEATRE 1012 Stagecraft: Scenery/Lights)	3
THEATRE 2025	Body, Voice, Awareness	3
THEATRE 1050	Creative Drama	3
UNIFI/General Education or University Electives		6
Hours		15
Spring		
THEATRE 1022	Playscript Analysis	3
THEATRE 2050	Theatre Practicum ^(critical path)	1
THEATRE 3003	Vocal Production for the Actor	3
UNIFI/General Education or University Electives		7
Hours		14
Junior		
Fall		
THEATRE 2050	Theatre Practicum ^(critical path)	1
THEATRE 3060	History of the Theatre I	3
THEATRE 3126	Acting Studio I	3
UNIFI/General Education or University Electives		9
Hours		16
Spring		
THEATRE 3070	History of the Theatre II	3
THEATRE 3127	Acting Studio II	3

THEATRE 3160	Directing	3
THEATRE 2050	Theatre Practicum	1
UNIFI/General Education or University Electives		6
Hours		16
Senior		
Fall		
THEATRE 3120/5120	Acting Styles	3
THEATRE 3030	Auditioning and the Business of Acting	3
UNIFI/General Education or University Electives		10
Hours		16
Spring		
Theatre Elective		
UNIFI/General Education or University Electives		9
Hours		12
Total Hours		120

Theatre: Design and Production, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
THEATRE 1010	Foundations of Theatre	3
THEATRE 1011	Foundations of Theatre Lab	1
UNIFI/General Education or University Electives		12
Hours		16
Spring		
THEATRE 1012	Stagecraft: Scenery/Lights (or THEATRE 1015 Stagecraft: Costumes)	3
THEATRE 1030	Acting	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
THEATRE 1015	Stagecraft: Costumes (or THEATRE 1012 Stagecraft: Scenery/Lights)	3
THEATRE 2050	Theatre Practicum ^(critical path)	1
THEATRE 3143	Drafting for Theatre	3
UNIFI/General Education or University Electives		7
Hours		14
Spring		
THEATRE 1050	Creative Drama	3
THEATRE 2050	Theatre Practicum	1
THEATRE 3220	Design I: Theatrical Design Aesthetics	3
UNIFI/General Education or University Electives		9
Hours		16
Junior		
Fall		
THEATRE 1022	Playscript Analysis	3
THEATRE 2050	Theatre Practicum ^(critical path)	1
THEATRE 3060	History of the Theatre I	3

Undergraduate Majors, Minors, and Certificates

THEATRE 3230	Design II: Theatrical Design Process	3
UNIFI/General Education or University Electives		6
Hours		16
Spring		
THEATRE 3070	History of the Theatre II	3
THEATRE 3160	Directing	3
THEATRE 3240	Design III: Theatrical Design Application	3
UNIFI/General Education or University Electives		3
Hours		12
Senior		
Fall		
THEATRE 2190	Stage Management	3
THEATRE 3141	Stage Makeup (or THEATRE 3146 Theatrical Painting)	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
THEATRE 3050	Theatre Production	3
THEATRE 3155	Topics in Theatre Design and Production	3
UNIFI/General Education or University Electives		10
Hours		16
Total Hours		120

Theatre: Theatre for Youth and Communities, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
THEATRE 1010	Foundations of Theatre	3
THEATRE 1011	Foundations of Theatre Lab	1
UNIFI/General Education or University Electives		12
Hours		16
Spring		
THEATRE 1012	Stagecraft: Scenery/Lights (or THEATRE 1015 Stagecraft: Costumes)	3
THEATRE 1030	Acting	3
UNIFI/General Education or University Electives		9
Hours		15
Sophomore		
Fall		
THEATRE 1015	Stagecraft: Costumes (or THEATRE 1012 Stagecraft: Scenery/Lights)	3
THEATRE 1050	Creative Drama	3
THEATRE 2050	Theatre Practicum (critical path)	1
UNIFI/General Education or University Electives		9
Hours		16
Spring		
THEATRE 1022	Playscript Analysis	3
THEATRE 2050	Theatre Practicum	1

UNIFI/General Education or University Electives		9
Hours		13
Junior		
Fall		
THEATRE 2050	Theatre Practicum (critical path)	1
THEATRE 3060	History of the Theatre I	3
THEATRE 3110/5110	Theatre for Youth	3
UNIFI/General Education or University Electives		9
Hours		16
Spring		
THEATRE 2055	Devised Theatre	3
THEATRE 3070	History of the Theatre II	3
THEATRE 3090	Theatre for Communities	3
Departmentally Approved External Elective		3
UNIFI/General Education or University Electives		3
Hours		15
Senior		
Fall		
THEATRE 3115	Methods of Teaching Drama and Theatre	3
THEATRE 3160	Directing	3
UNIFI/General Education or University Electives		9
Hours		15
Spring		
Departmentally Approved Internal Elective		3
UNIFI/General Education or University Electives		11
Hours		14
Total Hours		120

Learning Outcomes

Theatre: Performance, B.A.

Goal #1: Communication: Graduates will display competence in oral, written, and visual communication of character and self

- **Outcome 1.1:** Students will create written materials that are in line with industry standards.
- **Outcome 1.2:** Students will perform dramatic material in a way that communicates a character's intentions to an audience.
- **Outcome 1.3:** Students will communicate effectively to facilitate collaboration

Goal #2: Critical Thinking: Graduates will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to make informed choices about character and self.

- **Outcome 2.1:** Students will evaluate available material and their own strengths to select appropriate material.
- **Outcome 2.2:** Students will conduct research appropriate to the development of a character.
- **Outcome 2.3:** Students will evaluate own strengths, weaknesses and knowledge about the business of acting to make choices about trajectory in the profession.

Goal #3: Content Knowledge/Skills: Graduates will demonstrate knowledge and skills required for theatre performance

- **Outcome 3.1:** Students will design, prepare, and execute a professional audition.

- **Outcome 3.2:** Students will apply learned techniques of voice, body, and mind to the creation of a character.
- **Outcome 3.3:** Students will collaborate with others in order to create theatre.

Theatre: Design and Production, B.A.

Goal #1: Communication: Graduates will display competence in the oral, written, and visual communication inherent in theatrical Design & Production.

- **Outcome 1.1:** Students demonstrate the ability to share original design ideas through visual media, using language of design/theatre
- **Outcome 1.2:** Students will articulate the relationship of the creative impulse to artistic collaboration, standards, judgments, ethics, and discipline from the design and production point of view.

Goal #2: Critical Thinking: Graduates will demonstrate critical thinking through the ability to evaluate, analyze, and integrate a variety of information in order to develop reasoned positions and solutions to problems found in the Design & Production disciplines.

- **Outcome 2.1:** Students will know and communicate how to analyze and interpret plays and other theatrical events from design and production perspectives.
- **Outcome 2.2:** Students will create an original theatrical design for a play based on script analysis and historical/evocative research.
- **Outcome 2.3:** Students will demonstrate discernment by evaluating their own work and the work of others using a learned vocabulary of critique.

Goal #3: Content Knowledge: Graduates will demonstrate the creativity, knowledge and skills necessary for a career in Theatrical Design & Production.

- **Outcome 3.1:** Through scaffolding participation in productions students will demonstrate practical and theoretical knowledge of the practices by which creative impulses are channeled into theatrical design and production.
- **Outcome 3.2:** Students will explore professions in design and production for the theatre through classwork and production assignments at UNI. They are encourage to seek outside opportunities.

Theatre: Theatre for Youth and Communities, B.A.

Goal #1: Communication: Graduates will display competence in oral, written, and visual communication in Drama/Theatre for Youth.

- **Outcome 1.1:** Students will create written materials that are in line with industry standards.
- **Outcome 1.2:** Students will perform or teach dramatic material in a way that communicates directly to youth audiences/participants of various ages and abilities.
- **Outcome 1.3:** Students will communicate effectively to facilitate collaboration.

Goal #2: Critical Thinking: Graduates will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to make informed choices for developing youth based theatre and drama programming.

- **Outcome 2.1:** Students will evaluate available material and their own strengths to select or develop appropriate material for performance, workshop or classroom.
- **Outcome 2.2:** Students will conduct research appropriate to the development of productions, lessons and workshops.
- **Outcome 2.3:** Students will evaluate own strengths, weaknesses and knowledge about the business of theatre and drama education to make choices about trajectory in the profession.

Goal #3: Content Knowledge/Skills: Graduates will demonstrate knowledge and skills required for Drama/Theatre for Youth.

- **Outcome 3.1:** Students will design, prepare, and execute a professional youth theatre/drama education portfolio.
- **Outcome 3.2:** Students will apply learned techniques for lesson plan development, assessment and evaluation, dramatic literature review and to their development as a teaching artist.
- **Outcome 3.3:** Students will collaborate with others in order to create theatre.
- **Outcome 3.4:** Students will know and apply the basic elements, models, and content of sequential standards for youth theatre and drama programs.

Policies

Majors

1. Students may indicate their interest in majoring in Theatre any time after their admission to UNI. Formal indication of interest shall be made via the Declaration of Curriculum form. Declared students will be assigned an advisor in the department. (For freshmen, this shall be a freshman advisor.)
2. A student's freshman year shall be devoted primarily to course work in the UNIFI/General Education program and Foundations of Theatre (with lab), Stagecraft: Scenery/Lights or Stagecraft: Costumes, Introduction to Reading Playscripts, Creative Drama, and Movement for the Actor (for Performance Emphasis students).
3. Students must maintain a minimum cumulative GPA of 2.0 in order to be eligible to participate in productions after practicum course work requirements are completed. Additional considerations, including faculty recommendations, current attendance record in scheduled courses, and evidence of satisfactory progress in current courses may also affect eligibility to participate in production.
4. Transfer students entering UNI with an associate arts (A.A.) degree will be admitted to major status if their cumulative GPA is 2.50 or better and upon the condition that the requirements of COMM 1000 (Oral Communication) and ENGLISH 1005 /ENGLISH 2015 /ENGLISH 2120 were satisfied at their junior/ community colleges. Transfer students will take THEATRE 1010 Foundations of Theatre and THEATRE 1011 Foundations of Theatre Lab during their first semester at UNI as part of the transfer orientation process.

Undergraduate Majors, Minors, and Certificates

5. Transfer students entering UNI without an A.A. degree will be subject to the admissions standards requirements of students beginning their higher education studies at UNI, i.e. #1 and 2.

Minors

1. Admission to a Theatre minor requires a Declaration of Curriculum form and consultation with the department office.

Minors

Advanced Leadership Techniques Minor

Advanced Leadership Techniques Minor

The Department of Military Science administers the Army Reserve Officers' Training Corps (ROTC) program at the University of Northern Iowa. Credits earned in the department count as general elective credits toward baccalaureate degree requirements or a minor in Advanced Leadership Techniques. The course of instruction is designed to be a four-year program. Students with prior military experience may be allowed to complete the program in two to three years. Students who desire to receive a commission as an officer in the U.S. Army will be required to contract with the Department of the Army during the final two years of the course. Contracted individuals will receive a monthly stipend and will incur a service obligation upon graduation.

To receive a commission, a student needs to receive credit for the Basic Course and is required to take the Advanced Course. An Advanced Leadership Techniques minor is offered and consists of the following requirements:

Required

Military Science:		
MIL SCI 1091	Introduction to the Army and Critical Thinking *	1
MIL SCI 1092	Introduction to the Profession of Arms *	1
MIL SCI 1093	Leadership and Decision Making *	2
MIL SCI 1094	Army Doctrine and Team Development *	2
MIL SCI 3116	Platoon Operations	3
MIL SCI 3117	Applied Leadership in Platoon Operations	3
MIL SCI 3118	Mission Command and the Army Profession	3
MIL SCI 3119	Mission Command and the Company Grade Officer	3

Electives 21

Minimum of 3 hours selected from each of the following fields:

Human Behavior, Military History, Computer Literacy, Management, Security Studies.

Total Hours 39

* Requirement may be waived by the Department Head.

Air Quality Minor

Air Quality Minor

The Air Quality Minor prepares students for careers in governmental regulation of air quality, industrial compliance with the Clean Air Act, and private sector environmental consulting.

Required:

EARTHSCI 1200	Elements of Weather	3
EARTHSCI 3210/5210	Meteorology	4
EARTHSCI 3230/5230	Air Quality	4
EARTHSCI 3240/5240	Air Quality Modeling	4
EARTHSCI 3250/5250	Measurement and Analysis of Air Quality	4
Electives: 8 hours from the following		8
CHEM 1110	General Chemistry I	
CHEM 1120	General Chemistry II	
CHEM 1130	General Chemistry I-II	
EARTHSCI 3220/5220	Weather Analysis and Forecasting	
GEOG 2210	Modern Climate Change: Evidence and Predictions	
GEOG 2410	Geographic Information Systems I	

Total Hours 27

American Government for Teachers Minor

American Government for Teachers Minor

This minor prepares future social studies teachers to teach American government and politics. Nine hours of the minor will count toward American Government requirements in the Social Science Teaching Plan B major. NOTE: This minor is only available to Social Science Teaching majors, and does not lead to an endorsement.

Required:

POLSCI 1014	Power & Politics in the U.S.	3
Electives (choose five of the following):		15
POLSCI 2131	American State Politics	
POLSCI 3112	Campaigns and Elections	
POLSCI 3127	United States Foreign Policy	
POLSCI 3132	Community Politics	
POLSCI 3134	Congress: The First Branch	
POLSCI 3141	Constitutional Law	
POLSCI 3146	Judicial Politics and Policy-making	
POLSCI 3150	Public Opinion and Voting Behavior	
POLSCI 3151	Modern Presidency	
POLSCI 3166	Political Parties and Interest Groups	

POLSCI 4130/5130	Iowa Politics	
Total Hours		18

Anthropology Minor

Anthropology Minor

Required Courses		
ANTH 1001	Bones & Stones: The Science of Human Origins	3
Physical Anthropology (select one from the following):		3
ANTH/GEOG 2300	World Prehistory and the Rise of Civilizations	
ANTH 2430	Bioarchaeology	
ANTH 3201	Physical Anthropology: History and Theory	
ANTH 3202/5202	Human Biological Variation	
ANTH 3420	Forensic Anthropology	
Cultural Anthropology (select one from the following):		3
ANTH 1002	Introduction to Cultural Anthropology	
ANTH 3010	Climate Change, Human Migration and Conflict	
ANTH 3080/5080	Immigration and Transnationalism *	
ANTH 3440	Introduction to Museum Studies	
ANTH 3500	Slavery and Human Trafficking	
Anthropology Electives (any ANTH XXXX course)		9
Total Hours		18

* ANTH 3080/5080 has a prerequisite of SOC 1000 or SOC 1060 or ANTH 1002; junior standing.

Astronomy Minor

Astronomy Minor

Required:		
EARTHSCI 1100	Astronomy	3
EARTHSCI 3135	Stars, Galaxies and the Universe	3
EARTHSCI 4150/5150	Astrophysics	3
MATH 1420	Calculus I	4
MATH 1421	Calculus II	4
PHYSICS 1701	Physics I for Science and Engineering	4
PHYSICS 1702	Physics II for Science and Engineering	4
Total Hours		25

Art Minor

Art Minor

Foundations Sequence		
ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
or ARTHIST 1222	Survey of Art History II	
Art Studio Electives (listed below)		9
ART 1022	Drawing II	
ART 2020	Ceramics I	
ART 2030	Graphic Design I	
ART 2050	Painting I	
ART 2060	Performance Art I	
ART 2070	Creative Photography I: Digital Photography	
ART 2080	Printmaking I: Strategies	
ART 2090	Sculpture I	
ART 3001	Drawing III	
ART 3011	Life Drawing	
ART 3020	Ceramics II	
ART 3030	Graphic Design II	
ART 3031	Graphic Design: Identity System Design	
ART 3032	Graphic Design: Digital Image Design	
ART 3033	Graphic Design: Typography	
ART 3034	Graphic Design: Publication Design	
ART 3035	Graphic Design: Motion Design and Animation	
ART 3036	Graphic Design: Web and Interactive Design	
ART 3037	Book Arts	
ART 3039	Graphic Design: User Experience Design	
ART 3050	Painting II	
ART 3055	Painting III	
ART 3060	Performance Art II	
ART 3066/5066	Performance Art III	
ART 3070	Creative Photography II	
ART 3077	Creative Photography III	
ART 3080	Printmaking II: Applications	
ART 3088	Printmaking III: Directions	
ART 3090	Sculpture II	
ART 3099	Sculpture III	
ART 4000	Undergraduate Studio	
Total Hours		21

Policies

Major programs are offered by the Department of Art and Graphic Design in two baccalaureate degree areas, the Bachelor of Arts and

the Bachelor of Fine Arts. The Bachelor of Arts degree is a liberal arts program offered in Graphic Design or Art with three emphasis options: studio, art history or art education (teaching). The Bachelor of Fine Arts degree is a professional program with an intensive studio emphasis.

It is possible for students to earn both the B.F.A. degree along with the B.A. in Art-Art History emphasis or the B.A. in Art Education-Teaching. However, a double major in Art-Studio Emphasis and Graphic Design is not possible. Likewise, it is not possible to earn both the B.F.A. and a B.A. in either Art-Studio Emphasis or Graphic Design.

No grade of less than C- shall satisfy any art major or minor degree requirement whether taken at UNI or transferred from another institution. For all studio courses in the Department of Art and Graphic Design programs the ratio of student work hours to credit hours is 3:1. Therefore, additional work is required outside the regular class meeting times.

Courses in the Department of Art and Graphic Design require specialized materials, some of which are provided through art lab fees.

Foundations Sequence

The Foundations Sequence is a one-year program required for all art majors and art minors. Introductory courses are offered that will provide an intense exploration of basic art concepts and skills as preparation for specialized and advanced areas of study.

Art majors take the 18 hours of introductory courses in the first year of study. The Foundations Sequence is prerequisite to all studio and art history courses. Generally, students enroll in Drawing I, 2-D Concepts, and Survey of Art History I during the first semester and Drawing II, 3-D Concepts, and Survey of Art History II the second semester.

The Foundations Sequence is a prerequisite for introductory level courses taken only by Art majors and minors.

Foundations Sequence for majors:

ART 1011	Drawing I	3
ART 1022	Drawing II	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Total Hours		18

Foundations Sequence for Art Studio minors:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
or ARTHIST 1222	Survey of Art History II	
Total Hours		12

Foundations Sequence for Art History minors:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
or ART 1333	Three-Dimensional Concepts	
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Total Hours		12

Art Education - Teaching Minor

Art Education - Teaching Minor

The Art Education (K-8)-Teaching minor requires 27 hours of studio, art history, and art teaching methods courses. This minor requires students to be in the Teacher Education Program.

This minor provides undergraduate education majors who wish to also teach art an opportunity to earn State of Iowa Teacher licensure (113) in K-8 Art Teaching.

Foundations Courses:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3

Studio Courses:

2D Distribution (choose one of the following):		3
ART 1022	Drawing II	
ART 2030	Graphic Design I	
ART 2050	Painting I	
ART 2061	Animation, Video, and Sound Art	
ART 2070	Creative Photography I: Digital Photography	
ART 2080	Printmaking I: Strategies	
3D Distribution (choose one of the following):		3
ART 2020	Ceramics I	
ART 2060	Performance Art I	
ART 2090	Sculpture I	
ART 3037	Book Arts	

Professional Methods Courses:

ARTED 2600	The Responsive Art Educator	3

Professional Experiences:

EDUC 2314	Teaching Methods I: Elementary Art *	3

Total Hours		27

* The corequisite EDUC 2414 Teaching Internship I: Elementary Art is waived when taking this for an endorsement.

Policies

Major programs are offered by the Department of Art and Graphic Design in two baccalaureate degree areas, the Bachelor of Arts and the Bachelor of Fine Arts. The Bachelor of Arts degree is a liberal arts program offered in Graphic Design or Art with three emphasis options: studio, art history or art education (teaching). The Bachelor of Fine Arts degree is a professional program with an intensive studio emphasis.

It is possible for students to earn both the B.F.A. degree along with the B.A. in Art-Art History emphasis or the B.A. in Art Education-Teaching. However, a double major in Art-Studio Emphasis and Graphic Design is not possible. Likewise, it is not possible to earn both the B.F.A. and a B.A. in either Art-Studio Emphasis or Graphic Design.

No grade of less than C- shall satisfy any art major or minor degree requirement whether taken at UNI or transferred from another institution. For all studio courses in the Department of Art and Graphic Design programs the ratio of student work hours to credit hours is 3:1. Therefore, additional work is required outside the regular class meeting times.

Courses in the Department of Art and Graphic Design require specialized materials, some of which are provided through art lab fees.

Foundations Sequence

The Foundations Sequence is a one-year program required for all art majors and art minors. Introductory courses are offered that will provide an intense exploration of basic art concepts and skills as preparation for specialized and advanced areas of study.

Art majors take the 18 hours of introductory courses in the first year of study. The Foundations Sequence is prerequisite to all studio and art history courses. Generally, students enroll in Drawing I, 2-D Concepts, and Survey of Art History I during the first semester and Drawing II, 3-D Concepts, and Survey of Art History II the second semester.

The Foundations Sequence is a prerequisite for introductory level courses taken only by Art majors and minors.

Foundations Sequence for majors:

ART 1011	Drawing I	3
ART 1022	Drawing II	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Total Hours		18

Foundations Sequence for Art Studio minors:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3

or ARTHIST 1222	Survey of Art History II	
Total Hours		12

Foundations Sequence for Art History minors:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
or ART 1333	Three-Dimensional Concepts	
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Total Hours		12

Art History Minor

Art History Minor

Foundations Art History

ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3

Foundations Studio

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
or ART 1333	Three-Dimensional Concepts	

Art History 9

Select three of the following:

ARTHIST 4000/5000	Research Methods and Writing in Art History
ARTHIST 4002/5002	Ancient Near Eastern Art
ARTHIST 4003/5003	Collections Care and Management
or HIST 4003/5003 Collections Care and Management	
ARTHIST 4010/5010	Ancient Egyptian Art
ARTHIST 4020/5020	Ancient Greek Art
ARTHIST 4030/5030	Ancient Roman Art
ARTHIST 4040/5040	Medieval Art
ARTHIST 4300/5300	Italian Renaissance Art
ARTHIST 4302/5302	Northern Renaissance Art
ARTHIST 4310/5310	17th and 18th Century Art
ARTHIST 4320/5320	19th Century Western Art
ARTHIST 4322/5322	History of Photography
ARTHIST 4340/5340	History of Design
ARTHIST 4350/5350	Early 20th Century Art
ARTHIST 4352/5352	History of Performance Art
ARTHIST 4362/5362	Late 20th Century and Contemporary Art
ARTHIST 4608/5608	Arts of Africa
ARTHIST 4900/5900	Myth and Narrative in Art
ARTHIST 4999/5999	Art History Seminar
ARTHIST 4950/5950	Race and Representation in Art
Any ARTHIST 4159	

Total Hours		21

Policies

Major programs are offered by the Department of Art and Graphic Design in two baccalaureate degree areas, the Bachelor of Arts and the Bachelor of Fine Arts. The Bachelor of Arts degree is a liberal arts program offered in Graphic Design or Art with three emphasis options: studio, art history or art education (teaching). The Bachelor of Fine Arts degree is a professional program with an intensive studio emphasis.

It is possible for students to earn both the B.F.A. degree along with the B.A. in Art-Art History emphasis or the B.A. in Art Education-Teaching. However, a double major in Art-Studio Emphasis and Graphic Design is not possible. Likewise, it is not possible to earn both the B.F.A. and a B.A. in either Art-Studio Emphasis or Graphic Design.

No grade of less than C- shall satisfy any art major or minor degree requirement whether taken at UNI or transferred from another institution. For all studio courses in the Department of Art and Graphic Design programs the ratio of student work hours to credit hours is 3:1. Therefore, additional work is required outside the regular class meeting times.

Courses in the Department of Art and Graphic Design require specialized materials, some of which are provided through art lab fees.

Foundations Sequence

The Foundations Sequence is a one-year program required for all art majors and art minors. Introductory courses are offered that will provide an intense exploration of basic art concepts and skills as preparation for specialized and advanced areas of study.

Art majors take the 18 hours of introductory courses in the first year of study. The Foundations Sequence is prerequisite to all studio and art history courses. Generally, students enroll in Drawing I, 2-D Concepts, and Survey of Art History I during the first semester and Drawing II, 3-D Concepts, and Survey of Art History II the second semester.

The Foundations Sequence is a prerequisite for introductory level courses taken only by Art majors and minors.

Foundations Sequence for majors:

ART 1011	Drawing I	3
ART 1022	Drawing II	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Total Hours		18

Foundations Sequence for Art Studio minors:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
ART 1333	Three-Dimensional Concepts	3
ARTHIST 1111	Survey of Art History I	3

or ARTHIST 1222	Survey of Art History II	
Total Hours		12

Foundations Sequence for Art History minors:

ART 1011	Drawing I	3
ART 1222	Two-Dimensional Concepts	3
or ART 1333	Three-Dimensional Concepts	
ARTHIST 1111	Survey of Art History I	3
ARTHIST 1222	Survey of Art History II	3
Total Hours		12

Athletic Coaching Minor

Athletic Coaching Minor

The minor in Athletic Coaching provides undergraduate students with the knowledge and skills to coach in youth sport settings, K-12 schools, and colleges. The goal of this minor is to prepare students to be successful coaches by enhancing their communication, motivation, teaching, and leadership skills.

Required:

Select one of the following:		3
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
PSYCH 2202	Developmental Psychology *	
KINES 2056	Motor Learning and Development	

Athletic Training:

AT 1018	Prevention and Care of Athletic Injuries	2
AT 1019	Prevention and Care Laboratory	1

Kinesiology:

KINES 2025	Conditioning Theory and Practice	3
KINES 2050	Anatomy and Physiology of Human Movement	3
KINES 3118	Practicum in Coaching	1
KINES 3122	Sport Psychology	3

Select one of the following electives:

KINES 3101	Coaching Theory - Baseball/Softball	3
KINES 3102	Coaching Theory - Basketball	
KINES 3104	Coaching Theory - Football	
KINES 3107	Coaching Theory - Soccer	
KINES 3111	Coaching Theory - Track and Field	
KINES 3112	Coaching Theory - Volleyball	
KINES 3113	Coaching Theory - Individual Sports	

Total Hours		19

Undergraduate Majors, Minors, and Certificates

Note: Teaching majors: Students who complete this program will qualify for the Iowa Department of Education coaching endorsement.

Non-Teaching majors: Students who complete this program and are not teaching majors will have completed all coursework needed to qualify for the Iowa Department of Education coaching authorization for Iowa K-12 schools. Typically, coaching authorization is for a non-teacher, or college student who does not yet hold a teaching license.

KINES 3118 Practicum in Coaching must be completed prior to student teaching.

* PSYCH 2202 has prerequisite PSYCH 1001.

Athletic Training and Rehabilitation Studies Minor
Athletic Training and Rehabilitation Studies Minor

The Athletic Training and Rehabilitation Studies minor is intended to complement existing majors by offering students a blend of foundational health care concepts and hands-on learning. The minor is designed for students considering a career in clinical health care or for those who would simply like to broaden their educational experience with a background in clinical healthcare.

The Athletic Training and Rehabilitation Studies minor requires a minimum of 15 hours to complete. This total includes 12 credits of required courses and three credits of electives offered within the Athletic Training and Rehabilitation Studies major. While pursuing this minor, students will have the opportunity to participate in clinical experiences while observing and learning alongside practicing health care professionals such as athletic trainers, physical therapists, and other practitioners.

Students can declare this minor at any time throughout their academic progression once they are admitted to UNI. Although students should typically allow four semesters to complete the 15 credits, this can vary depending on course offerings and availability.

The first step is to submit the "Declaration of Curriculum" form, and indicating Athletic Training and Rehabilitation Studies minor. Then, students should contact a Department of Kinesiology & Athletic Training Academic Advisor.

Choose four of the following:		12
AT 1010	Introduction to Athletic Training & Clinical Healthcare	
AT 3020	Clinical & Gross Human Anatomy	
AT 3040	Foundations of Orthopedic Injury Assessment & Pathology I	
AT 4070	Foundations of Therapeutic Interventions & Rehabilitation	
AT 4130	General Medical Conditions	
Elective (select a minimum of 3 hours of the following):		3
Athletic Training		

AT 1018	Prevention and Care of Athletic Injuries	
AT 1019	Prevention and Care Laboratory	
AT 3300	Gross Human Anatomy	
Public Health		
PH 1101	Introduction to Public Health	
PH 2130	Epidemiology of Human Diseases	
PH 2160	Medical Terminology, Short Course	
PH 2420	Nutrition for Health Promotion	
PH 3310/5310	Health Policy and Advocacy	
PH 3330	Health of Vulnerable Populations	
PH 3340	International Health	
Kinesiology		
KINES 3151	Biomechanics	
KINES 3153	Exercise Physiology	
KINES 3157	Sports Nutrition	
Total Hours		15

Basic Science (K-8) - Teaching Minor
Basic Science (K-8) - Teaching Minor

The Basic Science Minor (K-8) - Teaching is offered to Elementary Education majors, and leads to the State of Iowa endorsement #150 in Basic Science (K-8).

Required		
Professional Experiences:		
EDUC 3523/5523	Teaching Methods II: Teaching Elementary Science *	3
Science and Science Education:		
SCI ED 1100	Inquiry into Earth and Space Science	3
SCI ED 1200	Inquiry into Life Science	3
SCI ED 1300	Inquiry into Physical Science	3
SCI ED 2310	Investigating Physical Science Phenomena	2
Biology:		3
Select one of the following:		
BIOL 1012	Life: The Natural World	
BIOL 1014	Life: Continuity and Change	
Earth Science:		3-4
Select one of the following:		
EARTHSCI 1100	Astronomy	
EARTHSCI 1200	Elements of Weather	
EARTHSCI 1300	Introduction to Geology	
Chemistry and Biochemistry:		4
Select one of the following:		

CHEM 1010	Principles of Chemistry	
CHEM 1020	Chemical Technology	
Physics:		3
PHYSICS 1000	Physics in Everyday Life	
Total Hours		27-28

* EDUC 3523/5523 has a prerequisite of EDUC 2302; EDUC 2402; and junior standing, and a corequisite of EDUC 3602/5602. Students will take these courses as part of the Elementary Education major.

Biology Minor

Biology Minor

Required:

Introductory track:		8
BIOL 2051	General Biology: Organismal Diversity	
BIOL 2052	General Biology: Cell Structure and Function	
Chemistry and Biochemistry:		8
CHEM 1110 & CHEM 1120	General Chemistry I and General Chemistry II *	
Electives in Biology: **		10-12
Total Hours		26-28

* Students with excellent preparation in chemistry may substitute CHEM 1130 General Chemistry I-II plus 3 additional credit hours of biology electives for CHEM 1110 General Chemistry I and CHEM 1120 General Chemistry II.

**BIOL 3000/4000-level, excluding BIOL 3101 Human Anatomy and Physiology I, BIOL 3179 Cooperative Education, BIOL 3185 Readings in Biology, BIOL 3190 Undergraduate Research in Biology, and BIOL 4198 Independent Study

Policies

Majors

1. Students should indicate their interest in majoring in biology by filling out a Declaration of Curriculum form any time after their admission to UNI.
2. A student's freshman year shall be devoted primarily to completing the required course work in general biology (BIOL 2051 General Biology: Organismal Diversity and BIOL 2052 General Biology: Cell Structure and Function) and chemistry (CHEM 1110 General Chemistry I and CHEM 1120 General Chemistry II, or CHEM 1130 General Chemistry I-II). UNIFI/General Education and/or math classes should be taken by students to complete their schedules.
3. For the BS Biology, the BS Environmental Science, the BA Biology, the BA Biology Biomedical Emphasis, the BA Biology-Teaching, and the BA Biology Ecology, Evolution and Organismal Biology emphasis, students must receive a grade of C- (1.67) or higher in courses that are applied to their major. Prior to enrollment in a course, all prerequisites must be completed with a C- (1.67) or higher.

4. ALEKS is a mathematics placement exam used at the University of Northern Iowa. Your academic advisor will use your score on the ALEKS assessment to determine your placement in UNI mathematics, chemistry, and physics courses.
5. A student enrolled in a biology class during fall or spring semester, or who drops a biology course after the first seven days of classes, should contact the department if they want to take the class again in an immediately subsequent semester. The student will only be allowed to register if space remains after all advanced registrations are completed.
6. To graduate from UNI with a BS Biology, a BA Biology, a BA Biology Biomedical Emphasis, or a BA Biology Ecology, Evolution and Organismal Biology emphasis, students must have both a cumulative and a major UNI GPA of 2.00 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major. To graduate from UNI with a BA Biology-Teaching, students must have both a cumulative and a major UNI GPA of 2.50 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major.
7. With the exception of the Biology 3+1 Joint program, to graduate from UNI with a biology major, students must take at least seven (7) hours of 4000-level biology coursework pertinent to their major, with four (4) of those hours being taken at UNI.
8. Transfer students entering UNI shall be subject to the acceptance requirements listed in #3.

Minors

To graduate from UNI with a biology minor, students must have both a cumulative and a minor UNI GPA of 2.00 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the minor.

Notes:

1. A student can declare only one major within the Department of Biology with the exception of the BA Biology Teaching major, which can be paired with another degree in biology.
2. A student with a major within the Department of Biology cannot declare a Biology minor or a Biology-Teaching minor.
3. A student with a major in the interdisciplinary B.A. Environmental Resource Management: Ecosystems Track may not also declare a major or minor in biology.
4. A student with a major in the interdisciplinary B.S. Environmental Science: Environmental Life Science Track may not also declare a major or minor in biology.

Biology - Teaching Minor

Biology - Teaching Minor

The Biology - Teaching Minor provides for second endorsement approval by the Iowa Board of Educational Examiners and requires first endorsement approval (major) in another grades 5-12 science discipline, basic science, or all science.

This minor leads to endorsement #151 5-12 Biological Science. Students must also complete all requirements for a Secondary Science Teaching major, including student teaching.

Required:

Introductory track:

Undergraduate Majors, Minors, and Certificates

BIOL 2051	General Biology: Organismal Diversity	4
BIOL 2052	General Biology: Cell Structure and Function	4
BIOL 3100	Evolution, Ecology and the Nature of Science	3
BIOL 3140	Genetics	4
Chemistry and Biochemistry:		8
CHEM 1110 & CHEM 1120	General Chemistry I and General Chemistry II **	
Total Hours		23

**Students with excellent preparation in chemistry may substitute *CHEM 1130 General Chemistry I-II* plus 3 additional credit hours of biology electives for CHEM 1110 General Chemistry I and CHEM 1120 General Chemistry II.

Policies

Majors

- Students should indicate their interest in majoring in biology by filling out a Declaration of Curriculum form any time after their admission to UNI.
- A student's freshman year shall be devoted primarily to completing the required course work in general biology (BIOL 2051 General Biology: Organismal Diversity and BIOL 2052 General Biology: Cell Structure and Function) and chemistry (CHEM 1110 General Chemistry I and CHEM 1120 General Chemistry II, or CHEM 1130 General Chemistry I-II). UNFI/General Education and/or math classes should be taken by students to complete their schedules.
- For the BS Biology, the BS Environmental Science, the BA Biology, the BA Biology Biomedical Emphasis, the BA Biology-Teaching, and the BA Biology Ecology, Evolution and Organismal Biology emphasis, students must receive a grade of C- (1.67) or higher in courses that are applied to their major. Prior to enrollment in a course, all prerequisites must be completed with a C- (1.67) or higher.
- ALEKS is a mathematics placement exam used at the University of Northern Iowa. Your academic advisor will use your score on the ALEKS assessment to determine your placement in UNI mathematics, chemistry, and physics courses.
- A student enrolled in a biology class during fall or spring semester, or who drops a biology course after the first seven days of classes, should contact the department if they want to take the class again in an immediately subsequent semester. The student will only be allowed to register if space remains after all advanced registrations are completed.
- To graduate from UNI with a BS Biology, a BA Biology, a BA Biology Biomedical Emphasis, or a BA Biology Ecology, Evolution and Organismal Biology emphasis, students must have both a cumulative and a major UNI GPA of 2.00 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major. To graduate from UNI with a BA Biology-Teaching, students must have both a cumulative and a major UNI GPA of 2.50 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the major.

- With the exception of the Biology 3+1 Joint program, to graduate from UNI with a biology major, students must take at least seven (7) hours of 4000-level biology coursework pertinent to their major, with four (4) of those hours being taken at UNI.
- Transfer students entering UNI shall be subject to the acceptance requirements listed in #3.

Minors

To graduate from UNI with a biology minor, students must have both a cumulative and a minor UNI GPA of 2.00 or higher, with a grade of C- (1.67) or higher in all courses that are applied to the minor.

Notes:

- A student can declare only one major within the Department of Biology with the exception of the BA Biology Teaching major, which can be paired with another degree in biology.
- A student with a major within the Department of Biology cannot declare a Biology minor or a Biology-Teaching minor.
- A student with a major in the interdisciplinary B.A. Environmental Resource Management: Ecosystems Track may not also declare a major or minor in biology.
- A student with a major in the interdisciplinary B.S. Environmental Science: Environmental Life Science Track may not also declare a major or minor in biology.

Business Communication Minor

Business Communication Minor

The Business Communication minor is interdisciplinary in nature and offered jointly by the Wilson College of Business and the College of Humanities, Arts and Sciences. It is under the jurisdiction of the Department of Marketing and Entrepreneurship and the Department of Communication and Media. The minor requires a 12-hour core plus 9 hours from three emphases.

Required

Communication:		
COMM 3155	Professional and Public Communication	3
Communication or English:		3
CM CORE 1001	Digital Toolbox or ENGLISH 2770 Introduction to Workplace Writing	
Communication or Management:		
COMM 3055	Organizational Communication or MGMT 3965/5965 Organizational Behavior	3
Marketing:		
MKTG 2110	Principles of Marketing	3
Required: 3 hours from each of three emphases below:		9
Total Hours		21

EMPHASES

1. Applied Writing Skills

Select one course from the following: 3

English:

ENGLISH 4765/5765 Applied Writing: Workplace Communication *

ENGLISH 4770/5770 Applied Writing: Proposals and Grants *

ENGLISH 4775/5775 Applied Writing: Specialized Documents *

2. Communication Skills

Select one course from the following: 3

Communication and Media:

COMM 4333/5333 Communication and Conflict Management

COMM PR 1811 Principles of Public Relations

3. Business and Professional Communication Contexts and Applications

Select one of the following: 3

Communication and Media:

COMM 4134/5134 Organizational Cultures and Communication

COMM PR 4856/585 Public Relations Special Events Planning

Marketing:

MKTG 3143 Advertising and Promotion

MKTG 3146/5146 Digital Advertising

MKTG 3153 Professional Selling

Note: When declaring this minor students must:

- have a 2.50 cumulative GPA.
- have satisfactorily completed the Written and Oral requirements of the UNIFI/General Education program.

Available to all UNI majors.

* These courses have pre or co-requisite of MGMT 2080 or ENGLISH 2770 or consent of instructor.

Policies

Note: A copy of the Wilson College policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>. Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Marketing majors *may* declare a double major, double minor, and/or major and minor within the Wilson College of Business, subject to the regulations imposed by those Wilson College of Business departments affected. Marketing majors minoring within the Wilson College of Business must select minors designated for business majors. Marketing majors may not declare more than one emphasis in Marketing. Wilson College of Business students cannot minor in Marketing.

All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). In addition, a minimum of nine graded hours must be earned in 3000/4000-level UNI Marketing courses. A student must earn a 2.20 cumulative grade point average at UNI; and earn an overall 2.20 grade point average in business-designated courses taken at UNI.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These exceptions include major combinations which allow two double-counted courses:

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Marketing and Entrepreneurship Department may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or a second Wilson College of Business major is based on competitive GPA and space availability.

Chemistry Minor

A student cannot declare a Chemistry minor if they are pursuing any B.A. or B.S. major in the Department of Chemistry and Biochemistry.

Required

Chemistry and Biochemistry:

CHEM 1110	General Chemistry I	5-8
& CHEM 1120	and General Chemistry II (*)	
or CHEM 1130	General Chemistry I-II	

Electives	14

Total Hours	19-22

- * Has prerequisite of satisfactory score on ALEKS exam or subsequent remediation.

Note: Courses numbered 2000 and above may be used as electives for the Chemistry Minor, with the following exceptions: CHEM 2010, CHEM 4630/5630, and any Cooperative Education, Independent Study, Readings, Research, and Seminar courses.

Following are some suggested elective courses to complete the Chemistry Minor:

CHEM 2040	Applied Organic and Biochemistry

CHEM 2110	Descriptive Inorganic Chemistry

Undergraduate Majors, Minors, and Certificates

CHEM 2210	Organic Chemistry I
CHEM 2220	Organic Chemistry II **
CHEM 2230	Organic Chemistry Laboratory
CHEM 2320	Chemical Analysis
CHEM 2330	Chemical Analysis Laboratory **
CHEM 3305/5305	Environmental Chemistry **
CHEM 4200/5200	Nanoscience **
CHEM 4210/5210	Nanotechnology **
CHEM 4310/5310	Instrumental Analysis **
CHEM 4420/5420	Physical Chemistry I **
CHEM 4430/5430	Physical Chemistry II **
CHEM 4510/5510	Biochemistry I **
CHEM 4520/5520	Biochemistry II **
CHEM 4505/5505	Drugs, Poisons, and Venoms **

**These courses have additional prerequisites.

Policies

1. Students considering a baccalaureate chemistry major should complete two semesters of general chemistry, CHEM 1110 and CHEM 1120, in the freshman year. Well-prepared students may be permitted to take CHEM 1130, an accelerated course in general chemistry, during their first semester. It is strongly recommended that chemistry majors complete requirements in mathematics and physics within the first two years.
2. Prior to enrollment in a chemistry course, all pre-requisite courses must be completed with a grade of C- or higher.
3. A student enrolled in a chemistry course during fall or spring semester and who wishes to enroll in the same course in the subsequent spring or fall semester should contact the department. The student will be allowed to register only if space remains after all advance registrations are completed.
4. A student cannot declare a Chemistry minor if they are pursuing any B.A. or B.S. major in the Department of Chemistry and Biochemistry. Two majors cannot be earned within the department except for the combination of the B.A. Chemistry Teaching major and either the B.S. Chemistry or the B.S. Biochemistry major.

Civic Literacy, Engagement, and the Humanities Minor

Civic Literacy, Engagement, and the Humanities Minor

This 18-hour interdisciplinary minor will help students develop the knowledge, skills, and dispositions of civic literacy in tandem with the foundational knowledge, skills, and dispositions of the humanities that support the flourishing of a democratic society. Civic literacy is a vital component of life and work in modern society. The acquisition of civic literacy provides students with opportunities to develop holistic habits of mind that contribute to a meaningful life as well as the practical

knowledge and skills to help them navigate community life that are necessary for navigating the workplace in the 21st century.

Choose at least one course from the Civic Knowledge, Civic Values, and Civic Skills categories and then choose two additional courses from those categories. Choose one course from the Civic Engagement category.

Category I: CIVIC KNOWLEDGE (select one-two of the following)	
ENGLISH 2420	Survey of American Literature
HIST 1110	United States History to the Civil War and Emancipation
HIST 1120	United States History since the Civil War and Emancipation
POLSCI 1014	Power & Politics in the U.S.
POLSCI 1024	International Relations
RELS 1060	American Religious Diversity
RELS 2600	Religion and the Public Schools

Category II: CIVIC VALUES (select one-two of the following)	
COMM 2257	Argumentation and Debate
ENGLISH 1050	Law and Literature
POLSCI 2050	Introduction to Political Theory: Freedom, Justice and Power
SOCFOUND 2274	Democracy and Education in the 21st Century

Category III: CIVIC SKILLS (select one-two from the following)	
ENGLISH 2015	Introduction to Writing Studies
HIST 1210	Making the Modern World
PHIL 1040	Justice and the Good Life: Philosophical Perspectives
RELS 3180	Religion and Politics: (Topics)
POLSCI 1048	Introduction to Public Administration

Category IV: CIVIC ENGAGEMENT (select one from the following)	
HIST 4030/5030	Internship in Historical Studies
POLSCI 4143/5143	Citizen Participation and Civic Engagement
POLSCI 3153	Leadership and Management in Public Service
RTNL 2130	Foundations of the Nonprofit Sector
UNIV 3930	Civic Engagement and the Humanities: (Topic)

Total Hours 18

Communication Minor

Communication Minor

Required

Communication:

COMM 2256	Performing Texts	3
or COMM 2257	Argumentation and Debate	
or COMM 3455	Creativity, Storytelling and Identity	
COMM 2344	Interpersonal Communication	3
or COMM 2205	Group Communication	
or COMM 4344/5344	Intercultural Communication	
CM CORE 3255	Advocacy Campaigns	3
CM CORE 2020	Communication Research Methods	3
or CM CORE 1010	Mass Communication and Society	
or COMM DM 1611	Media and Power	
Electives in any COMM courses:		9
Total Hours		21

Communication: Digital Journalism Minor

Communication: Digital Journalism Minor

Required

Department Core:		
CM CORE 1010	Mass Communication and Society	3
or CM CORE 2020	Communication Research Methods	
or COMM DM 1611	Media and Power	
Digital Media:		
COMM DM 1620	Fundamentals of Journalism	3
COMM DM 2653	News Writing and Reporting	3
COMM DM 3659	Editing and Design	3

Electives

Select two of the following:		6
CM CORE 3900/5900	Internship in Communication and Media	
COMM DM 3658	Digital Journalism: (Topic)	
COMM DM 4630/5630	Digital Media Law and Ethics	
COMM DM 4644/5644	Global Media: (Topic)	
COMM DM 4650	Advanced News Writing and Reporting	
COMM DM 4655	Photojournalism	
COMM DM 4656/5656	Feature Writing	

Total Hours **18**

Communication: Digital Media Leadership Minor

Communication: Digital Media Leadership Minor

The minor in Digital Media Leadership will train students to analyze the structures and practice of the media industries, focusing on digital media production, distribution, promotion and management.

Required:

Department Core:		
CM CORE 1010	Mass Communication and Society	3
or CM CORE 2020	Communication Research Methods	
or COMM DM 1611	Media and Power	
Digital Media:		
COMM DM 3656	Digital Media Industries	3
COMM DM 4653/5653	Digital Media Distribution	3
COMM DM 4654/5654	Digital Media Management	3
Management:		
MGMT 3965/5965	Organizational Behavior	3
Total Hours		15

Communication: Public Relations Minor

Communication: Public Relations Minor

Required

COMM PR 1811	Principles of Public Relations	3
COMM PR 3855	Public Relations Writing	3
COMM PR 4811/5811	Public Relations: Cases and Studies	3
COMM PR 4822/5822	Global Public Relations	3
or COMM PR 4859/5859	Digital Media	
COMM PR 4856/5856	Public Relations Special Events Planning	3
or COMM PR 4858/5858	Sports Public Relations	

Electives

Select two from the following:		6
CM CORE 1001	Digital Toolbox	
CM CORE 2020	Communication Research Methods	
or CM CORE 1010	Mass Communication and Society	
or COMM DM 1611	Media and Power	
CM CORE 4124	Communication and Media Theories	
COMM 3055	Organizational Communication	
COMM 3155	Professional and Public Communication	
or COMM DM 1630	Start a Podcast	
COMM 3455	Creativity, Storytelling and Identity	
COMM DM 1620	Fundamentals of Journalism	
COMM DM 4630/5630	Digital Media Law and Ethics	
COMM PR 4857/5857	Crisis Communication	

Total Hours **21**

Communication-Theatre - Teaching Minor

Communication-Theatre - Teaching Minor

The Communication-Theatre - Teaching minor is offered jointly by the Departments of Communication and Media and Theatre.

This minor leads to endorsement #168 5-12 Speech Communications/Theatre.

Required

COMM 3155	Professional and Public Communication	3
COMM 2257	Argumentation and Debate	3
COMM 3455	Creativity, Storytelling and Identity	3
COMM DM 1611	Media and Power	3
or CM CORE 2020	Communication Research Methods	
or CM CORE 1010	Mass Communication and Society	
THEATRE 3160	Directing	3
COMM 4559	Communication Education and Training	3
or THEATRE 3115	Methods of Teaching Drama and Theatre	

Electives (Select a total of 6 credit hours) 6

COMM 1940 & COMM 3940	Applied Forensics and Advanced Applied Forensics *	
COMM 1941 & COMM 3941	Applied Performance Studies and Advanced Applied Performance Studies *	
COMM 2256	Performing Texts	
THEATRE 1010 & THEATRE 1011	Foundations of Theatre and Foundations of Theatre Lab **	
THEATRE 1030	Acting **	
THEATRE 2050	Theatre Practicum *	

Total Hours 24

* Any of these courses can be repeated up to three times.

**These classes must be taken before THEATRE 3160.

Computer Science Minor

Computer Science Minor

A student with a major in the Department of Computer Science cannot also receive a Computer Science minor.

Required

Computer Science:		
CS 1410	Computer Organization	3
CS 1510	Introduction to Computing	4
CS 1520	Data Structures	4
CS 1800	Discrete Structures	3

CS 2530	Intermediate Computing	3
Electives		
any Computer Science course that counts toward the Computer Science B.A. major		9
Total Hours		26

Policies

Notes:

1. Undergraduate students who have been admitted to the university provisionally because of non-satisfaction of the high school mathematics requirements may not enroll in any computer science credit course before this requirement has been met.
2. All courses counting toward a major or minor in the Department of Computer Science must be passed with a grade of C- or better.
3. Prerequisite courses in the Department of Computer Science must be passed with a grade of C before taking a subsequent course.
4. All majors in the Department of Computer Science require a project course (marked with asterisk in the degree statements). The course used to meet this requirement is to be taken in the area of specialization, i.e., an area in which at least three courses are taken.
5. All courses in a prerequisite chain to a course are considered regressive to it - students may not take them for credit after passing the later course. Additionally, CS 1120, CS 1130, CS 1160, CS 1170, CS ED 1310, and CS ED 1320 are regressive to CS 1520 and any course having it as prerequisite.
6. A student with a major in the Department of Computer Science cannot also receive a Computer Science minor.
7. A student with a major in the Department of Computer Science cannot also receive a Certificate in Computer Science.
8. A student with a minor in the Department of Computer Science cannot also receive a Certificate in Computer Science.

Construction Management Minor

Construction Management Minor

Required:

CONSTR 1000	Fundamentals of Construction Management Materials & Methods	3
CONSTR 1100	Construction Documents	3
CONSTR 2200	Construction Project Administration	3
CONSTR 3050	Construction Estimating	3
CONSTR 3150	Construction Project Planning, Scheduling and Control	3
Elective		3

Select one of the following:

CONSTR 1015	Introduction to Sustainability
CONSTR 2050	Construction Law
CONSTR 3300	Pre Construction Management

CONSTR 4350	Construction Management Financial Concepts	
INTDSGN 3069	Building Systems and Lighting	
INTDSGN 3129	Building Codes and Standards	
Total Hours		18

Criminology Minor

Criminology Minor

Required:

Sociology:

SOC 1000	Introduction to Sociology	3
or SOC 1060	Social Problems	

Criminology:

CRIM 2022	Criminal Justice System	3
CRIM 2025	Criminology	3

Electives:

Nine hours of courses with CRIM prefix (3 hours must be at 3000/4000 level)		9

Total Hours		18

Data Science Minor

Data Science Minor

The Data Science minor is an interdisciplinary program that integrates computer programming, machine learning, statistics, predictive modeling and visualization to provide students with broad based skills for extracting gainful information from data that originate from a variety of sources. A final project (ideally with corporate or non-profit partnerships) will ensure that students employ their skills to solve a real-world problem.

Statistics:

STAT 1772	Introduction to Statistical Methods	3
STAT 4784/5784	Introduction to Machine Learning	3

Computer Science:

CS 1510	Introduction to Computing	4
CS 2150	Computing for Data Science	3-7

or

CS 1520 & CS 1800	Data Structures and Discrete Structures	
CS 3140/5140	Database Systems	3

Physics:

PHYSICS 4160/5160	Data Visualization, Modeling and Simulation	3

Required Data Science Project		2-3

CS 4800	Undergraduate Research in Computer Science	
or MATH 4990	Undergraduate Research in Mathematics	
or PHYSICS 3000	Undergraduate Research in Physics	

Total Hours		21-26

Policies

Notes:

- Undergraduate students who have been admitted to the university provisionally because of non-satisfaction of the high school mathematics requirements may not enroll in any computer science credit course before this requirement has been met.
- All courses counting toward a major or minor in the Department of Computer Science must be passed with a grade of C- or better.
- Prerequisite courses in the Department of Computer Science must be passed with a grade of C before taking a subsequent course.
- All majors in the Department of Computer Science require a project course (marked with asterisk in the degree statements). The course used to meet this requirement is to be taken in the area of specialization, i.e., an area in which at least three courses are taken.
- All courses in a prerequisite chain to a course are considered regressive to it - students may not take them for credit after passing the later course. Additionally, CS 1120, CS 1130, CS 1160, CS 1170, CS ED 1310, and CS ED 1320 are regressive to CS 1520 and any course having it as prerequisite.
- A student with a major in the Department of Computer Science cannot also receive a Computer Science minor.
- A student with a major in the Department of Computer Science cannot also receive a Certificate in Computer Science.
- A student with a minor in the Department of Computer Science cannot also receive a Certificate in Computer Science.

Notes:

- A student majoring or minoring in mathematics, who has a grade point average of less than 2.25 in all departmental courses used for that major or minor may not apply a departmental course in which a grade of less than C- is earned to her/his major or minor.
- A student with a major within the Department of Mathematics may declare a second major and/or a certificate within the Department. Interested students should work closely with an advisor.
- The declaration of both a major and a minor with the Department of Mathematics is limited to the following. Interested students should work closely with an advisor.
 - A student with any Mathematics major may declare the interdisciplinary Data Science Minor.
 - A student with the Mathematics Major or the Mathematics-Teaching Major may declare the Statistics emphasis of the Statistics and Actuarial Science Minor.

Deaf or Hard of Hearing - Teaching Minor

Deaf or Hard of Hearing - Teaching Minor

Successful completion of this minor leads to being qualified for recommendation of the Iowa Deaf or Hard of Hearing teaching endorsement #266. To qualify for the teaching endorsement associated with this minor, students must also complete (or have

Undergraduate Majors, Minors, and Certificates

already completed) all requirements for an Early Childhood, Elementary, or Secondary Education major and complete student teaching EDUC 4135 in both the major and the Deaf or Hard of Hearing Teaching endorsement area. If a student already possesses a valid teaching license, completion of the Practicum for Deaf or Hard of Hearing Teaching Students will satisfy the EDUC 4135 requirement for the endorsement. Students who wish to complete this minor without pursuing the teaching endorsement should seek permission from the Department of Communication Sciences and Disorders and the Department of Literacy, Early Childhood and Special Education.

Required:		
ASL 3190	American Sign Language (ASL) I	3
ASL 3195	American Sign Language (ASL) II	3
CSD 3100	Language Acquisition in Children: Birth to 5 Years	3
CSD 3200/5200	Language of School-aged Children	3
CSD 3260/5260	Hearing Science	3
CSD 3270/5270	Introduction to Audiology	3
CSD 3900/5900	Aural Rehabilitation	3
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3
SPIE 3210	Instruction and Assessment for Deaf or Hard of Hearing Students	3
SPIE 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPIE 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	3
SPIE 4200	Experience in Special and Inclusive Education: Deaf and Hard of Hearing	1
Total Hours		34

Digital Media Production Minor

Digital Media Production Minor

The Digital Media Production minor will provide students with a strong foundation in the theory and practice of script development, video production, and video editing.

Required Courses:		
CM CORE 1001	Digital Toolbox	3
COMM DM 1652	Writing for Digital Media	3
COMM DM 2651	Digital Media Production II	3
COMM DM 2950	Applied Digital Media	1
Electives - Choose two from the following:		6
Digital Media:		
COMM DM 2652	Emerging Digital Media: (Topic)	

COMM DM 2654	Scriptwriting for Digital Media	
COMM DM 2950	Applied Digital Media (up to 3 credits)	
COMM DM 4621/5621	Digital Media Analysis	
COMM DM 4641/5641	Critical Studies in Digital Media: (Topic)	
COMM DM 4642/5642	Digital Technologies: (Topic) *	
Language and Literature:		
ENGLISH 4664/5664	Film Theory and Criticism *	
ENGLISH 4660/5660	Film History *	
Total Hours		16

* These courses have the following prerequisites:
COMM DM 4642/5642 has a CM CORE 1010 or consent of instructor as a prerequisite.
ENGLISH 4660/5660 and ENGLISH 4664/5664 have ENGLISH 2120 or ENG prerequisites

Early Childhood Education - Teaching Minor

Early Childhood Education - Teaching Minor

Elementary Education majors may choose to minor in Early Childhood Education. This minor provides undergraduate students wishing to teach in prekindergarten and kindergarten classrooms with advanced knowledge and experiences in child development and learning, integrated curriculum, family and community relations, positive guidance and assessment in early childhood. Completion of a minor will lead to the State of Iowa Teacher- PK-Kindergarten (ED 103) endorsement which can only be earned in conjunction with the K-6 General Classroom teacher endorsement.

Enrollment Management Policies: The Early Childhood Education teaching minor is only available to students pursuing K-6 General Classroom teacher licensure. Early Childhood Education minors may begin their program in either fall or spring semester.

Admission requirements: In order to declare this minor, a student must have a GPA of 2.5 or higher and be admitted to the Teacher Education program.

A 2.00 (C) or higher is needed for all courses to count in the minor.

Students should plan their course work so that all Early Childhood Education courses are taken prior to student teaching. Students must have a cumulative, UNI, minor and major GPA of 2.50 in order to student teach. Student teaching placements in a PreK classroom and an elementary classroom are required (EDUC 4132 and EDUC 4134).

Required:		
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	3
Select one of the following:		3
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	

TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
EDPSYCH 3109/5109	Development and Assessment of Young Children	3
ECIE 3149	Child, Family, School and Community Relationships	3
ECIE 4130/5130	Guidance and Instruction in Early Childhood Education	3
ECIE 4151	Early Childhood Curriculum Development and Organization	3
ECIE 4192/5192	Field Experience and Seminar in Early Childhood	2
LITED 3119/5119	Language Development and Emergent Literacy	3
Total Hours		23

Early Childhood Special Education - Teaching Minor

Early Childhood Special Education - Teaching Minor

This minor leads to Endorsement 262: PreK-K Early Childhood Special Education. Students must complete all requirements for an Early Childhood Education major and complete student teaching EDUC 4135 in both the major and the Early Childhood Special Education minor endorsement area.

Required		
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3
EDPSYCH 3109/5109	Development and Assessment of Young Children	3
ECIE 3149	Child, Family, School and Community Relationships	3
SPIE 4148/5148	Assessment of Young Children and Families with Exceptionalities	3
SPIE 4193/5193	Experience in Special & Inclusive Educ: ECSE Age 3-6 years	3
SPIE 4141/5141	Including Young Children with Special Needs Into General Education Classrooms *	3
Professional Experiences:		
EDUC 2301	Teaching Methods I: Infant/Toddler Curriculum and Early Intervention *	3
EDUC 2401	Teaching Internship I: Infants/Toddlers	3
Total Hours		24

* Students enrolled in EDUC 2301 and SPIE 4141/5141 are required to have not lower than a C in each of these methods courses that are prerequisites for Student Teaching in Special Education.

Early STEM Education Minor

Early STEM Education Minor

The Early STEM Education Minor (PK-2) Program, applicable to Early Childhood Education and Elementary Education programs, provides an opportunity to build on the existing coursework essential to the Early Childhood Teacher Preparation Program. This specialized minor empowers elementary and early childhood educators to be influential figures within their school and community, particularly in Science, Technology, Engineering, and Mathematics Integration (STEM). Students who complete this minor will better understand how educators engage in daily STEM experiences with children as they develop as innovators and scientists. This minor does not lead to an endorsement.

Required Science:

Earth/Space Science Course 3-4

One of the following:

SCI ED 1100	Inquiry into Earth and Space Science
EARTHSCI 1100	Astronomy
EARTHSCI 1200	Elements of Weather
EARTHSCI 1300	Introduction to Geology

Life Science Course 3-4

SCI ED 1200 Inquiry into Life Science

OR

Any life/biology (BIOL xxxx) science course *

Physical Science Course 3-4

SCI ED 1300 Inquiry into Physical Science

OR

Any chemistry (CHEM xxxx) or physics (PHYSICS xxxx) *

Professional Experiences:

EDUC 3523/5523 Teaching Methods II: Teaching Elementary Science 3

Required Technology:

LRNTECH 3600 Technology, Pedagogy, and Learning in the Digital Age 3

Required Engineering:

ECIE 4151 Early Childhood Curriculum Development and Organization 3

Required Math:

MATH 1204 Mathematical Reasoning 3

MATH 2204 Mathematical Reasoning for Elementary Teachers II 3

MATH 3204 Mathematical Reasoning for Elementary Teachers III 3

MATH 3203 Teaching Mathematics in the Elementary School 3

Required STEM:

ELEMECML 3187 Facilitating Early STEM Education 3

Total Hours 33-36

* Excluding 1000Z transfer courses.

Earth Science Minor

Earth Science Minor

Required

Courses in Earth Science	20
Total Hours	20

Related Programs

- Earth Science B.A. (p. 137)
- Environmental Science B.A. or B.S. (p. 164)

Earth Science - Teaching Minor

Earth Science - Teaching Minor

The Earth Science Minor-Teaching provides for second endorsement approval by the Iowa Board of Educational Examiners and requires first endorsement approval (major) in another Grades 5-12 science discipline, basic science, or all science.

This minor leads to endorsement #153: 5-12 Earth Science. Students must also complete all requirements for a Secondary Science Teaching major, including student teaching.

Required

Chemistry and Biochemistry:		
CHEM 1110	General Chemistry I	4
Earth Science:		
EARTHSCI 1100	Astronomy	3
EARTHSCI 1110	Astronomy Laboratory	1
EARTHSCI 1200	Elements of Weather	3
EARTHSCI 1210	Elements of Weather Laboratory	1
EARTHSCI 1300	Introduction to Geology	4
EARTHSCI 1320	Earth History	4
Physics:		
PHYSICS 1511	General Physics I	4
Total Hours		24

Economics Minor

Economics Minor

Required

ECON 1041	Principles of Macroeconomics*	3
ECON 1051	Principles of Microeconomics	3
ECON 2112	Intermediate Microeconomic Theory**	3
or ECON 2122	Intermediate Macroeconomic Theory	

Electives: 1000/2000/3000/4000-level economics courses. May include the other Intermediate course. ECON 1011, ECON 1031, and ECON 2090 do not count towards the Minor.

Total Hours	18

- * Course will also satisfy the Quantitative Reasoning requirement in the UNIFI General education program.
- **It is recommended that either ECON 2112 or ECON 2122 be taken before taking other advanced courses in economics.

Available to all UNI majors, except Economics majors.

Note: ECON 1041 and ECON 1051 are prerequisites for all 2000/3000/4000-level economics courses except for ECON 1001, ECON 2140, ECON 3125, and ECON 3371.

Policies

1. A student must complete ECON 1041, ECON 1051, ECON 2112, and ECON 2122 with at least a C- in each course whether taken at UNI or an institution from which transfer credit for these courses is accepted; must earn a 2.20 cumulative grade point average at UNI; must earn an overall 2.20 grade point average in business designated courses taken at UNI.
2. ECON 1011 may not be used toward Economics major or minor elective credit.
3. ECON 2090 counts toward an Economics major **only** in the Business Economics emphasis and does not count toward the minor.
4. ECON 1031 does not count toward the Economics major or minor.
5. ECON 1041 and ECON 1051 are minimum prerequisites for all 2000/3000/4000-level courses, except ECON 2090, ECON 2140, ECON 3125, ECON 3217/5217, ECON 3231/5231, and ECON 3371.
6. It is recommended that ECON 2112 and ECON 2122 be taken before other advanced courses in Economics.
7. Not more than one emphasis may be declared in economics.
8. All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). Economics: General Economics, Quantitative Techniques, and Applied Economics are excluded from these guidelines.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These exceptions include major combinations which allow two double-counted courses:

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites. A copy of the Wilson College Policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>.

Educational Studies Minor

Educational Studies Minor

The Educational Studies minor is intended for students who are interested in the intersection of learning, education and society. The minor is appropriate for non-teacher education majors who want to enhance their understanding of educational policy; for students who plan careers in fields where they might deal with issues related to educational institutions; and for students interested in a broad introduction to educational issues they have confronted as students as well as those they will confront as citizens and parents. The Educational Studies minor can be a valuable program addition for students pursuing careers in the social and behavioral sciences, law, social justice, or youth services.

Coursework from multiple academic departments within the College of Education, College of Social and Behavioral Sciences, and the College of Humanities, Arts and Sciences provide opportunities for students to study the learning process, the organization of schooling, its links to broader political and historical contexts, and the potential of educational systems to bring about social change. Curriculum requirements consist of one core course and a minimum of twelve credit hours of electives from the courses listed below.

The Educational Studies minor is administered through the Department of Educational Foundations and Professional Experiences and is under the supervision of the Educational Studies Advisory Committee. Students may petition the Educational Studies Advisory Committee to add a relevant course not currently listed. For more information, contact the Department of Educational Foundations and Professional Experiences office, **Schindler Education Center 525**, 319-273-2694, or the department web site <https://coe.uni.edu/epfls/majors-minors-certificates/educational-studies-minor>.

I. Required

Please select at least one of the following (if course is selected as a required course, it may not be chosen as an elective course from below) 3

EDPSYCH 2030	Dynamics of Human Development

EDPSYCH 2068	Development and Learning in Sociocultural Contexts

SOCFOUND 2119	Social & Cultural Foundations of Education

II. Electives 12

Choose four courses from the following list of courses with at least one course from: Category A and one Course from either Category B or C.

Category A: Psychological/Development Perspectives

CSD 1000	Understanding Communication Disorders

CSD 3100	Language Acquisition in Children: Birth to 5 Years

CSD 3200/5200	Language of School-aged Children

EDPSYCH 2030	Dynamics of Human Development

EDPSYCH 4118/5118	Mental Health and Well-Being in the Classroom

EDPSYCH 4140/5140	Social Psychology in Educational Contexts

CAP 3106	Theatre in Education

Category B: Sociological/Historical/Philosophical Perspectives

CAP 3190	Idea of the University

EDPSYCH 4232/5232	Risk and Resilience: Child, Family, School and Community Factors

SOC 3045/5045	Social Inequality *

SOCFOUND 2119	Social & Cultural Foundations of Education

SOCFOUND 2134	A Modern History of Education in the United States

PHIL 3360	Character, Wisdom, and Mind: Philosophical Perspectives

SOCFOUND 4234/5234	Philosophy of Education

Category C: Political/Economic/Policy Perspectives

SOCFOUND 3219	Critical Perspectives on Technology and Education

SOCFOUND 3319	Education and the Value Gap

SOCFOUND 3419	Special Topics in Cultural Studies of Education

POLSCI 2131	American State Politics

POLSCI 3132	Community Politics

EDLEAD 4319	Political and Ethical Issues in Education

EDPSYCH 4188/5188	Current Approaches to Multicultural Education

POLSCI 4176/5176	Topics in Public Policy

SPIE 4180/5180	Interdisciplinary Study of Disability

TESOL 4720/5720	Bilingualism and Bilingual Education *

RELS 2600	Religion and the Public Schools

Total hours	15

III. Practicum and Research Experience - (OPTIONAL, up to 6 hrs.)

EDPSYCH 4180/5180	Community Service: Academic Skills Achievement Center

EDPSYCH 4198	Independent Study

* The following courses have prerequisites:
SOC 3045/5045 has a prerequisite of SOC 1000 or SOC 1060.

TESOL 4720/5720 has a prerequisite or corequisite of TESOL 4120/5120 or TESOL 3110.

Electrical and Electronics Technology Minor

Electrical and Electronics Technology Minor

The Electrical and Electronics Technology minor provides basic theory and hands-on experience in the field of electrical circuits, electrical power and machinery, analog/digital electronics, PLCs and their applications.

Technology:		
TECH 1037	Introduction to Circuits	3
TECH 1039	Circuits and Systems	3
TECH 2051	Analog Electronics	4
TECH 2053	Digital Electronics	4
TECH 2055	Electrical Power Systems & Machinery	4
TECH 3164	Programmable Logic Controllers (PLCs)	3
Mathematics (take one of the following):		4
MATH 1150	Calculus for Technology	
or MATH 1420	Calculus I	
Computer Science take one of the following)		3
CS 1130	Visual BASIC Programming	
or CS 1160	C/C++ Programming	
Physics (take one of the following):		4
PHYSICS 1511	General Physics I ^	
or PHYSICS 1701	Physics I for Science and Engineering	
Total Hours		32

^ Has prerequisite of satisfactory score on ALEKS exam or subsequent remediation.

English: Film Studies Minor

English: Film Studies Minor

Required:		
ENGLISH 2650	Introduction to Film	3
ENGLISH 4660/5660	Film History	3
ENGLISH 4664/5664	Film Theory and Criticism	3
Electives (choose three courses from the following):		9
English:		
ENGLISH 3144	Genocide in Writing and Film	
ENGLISH 3148	The Holocaust in Literature and Film	
ENGLISH 3577	Blues and Jazz in African American Film and Literature	
ENGLISH 4652/5652	Film and Literature	
ENGLISH 4672/5672	Electronic Literature *	

ENGLISH 4668/5668Issues in International Film: (topic)	
Communication and Media:	
CM CORE 1001	Digital Toolbox
COMM DM 2652	Emerging Digital Media: (Topic) *
COMM DM 4621/5621	Digital Media Analysis *
COMM DM 4653/5653	Digital Media Distribution *
Other appropriate topics may be offered in sections of ENGLISH 4688/5688/5688 (Genre Seminar) and ENGLISH 4720/5720/5720 (Studies in Creative Writing) *	
Total Hours	
18	

* The following courses have additional prerequisites: ENGLISH 4672/5672 has a prerequisite of CM CORE 1001or ENGLISH 2120 or consent of instructor; junior standing. ENGLISH 4688/5688 has a prerequisite of ENGLISH 2120 or consent of instructor; junior standing. ENGLISH 4720/5720 has a prerequisite of ENGLISH 2700 or consent of instructor; junior standing. COMM DM 2652 has a prerequisite of CM CORE 1001or consent of instructor. COMM DM 4621/5621 has a prerequisite of CM CORE 2020 or consent of instructor; junior standing. COMM DM 4653/5653 has a prerequisite of CM CORE 1010 or consent of instructor; junior standing.

English: Literary Studies Minor

English: Literary Studies Minor

Required:		
ENGLISH 2120	Critical Writing About Literature	3
At least one of the following courses (the remaining three courses can also be used in the ENGLISH electives category below)		3
ENGLISH 2320	Survey of English Literature from Beginnings to Early Modernity	
ENGLISH 2340	Survey of Post-1800 English and World Literature	
ENGLISH 2420	Survey of American Literature	
ENGLISH 2520	Multicultural Literature	
Electives:		15
Additional ENGLISH-prefix print literature courses from the following or from the three ENGLISH courses not chosen in the above category (3-15 hours)		
ENGLISH/CAP 3144	Genocide in Writing and Film	
ENGLISH/CAP 3148	The Holocaust in Literature and Film	
ENGLISH 3159/4159 (Experimental course)		
ENGLISH 3186/4186 "Studies in"		
ENGLISH 3110	Environmental Literature	

English - Teaching Minor

English - Teaching Minor

This minor leads to endorsement #120: 5-12 English/Language Arts.

English:

ENGLISH 2120	Critical Writing About Literature	3
ENGLISH 2520	Multicultural Literature	3
ENGLISH 2320	Survey of English Literature from Beginnings to Early Modernity	3
ENGLISH 2340	Survey of Post-1800 English and World Literature	3
ENGLISH 2420	Survey of American Literature	3

TESOL/Applied Linguistics:

TESOL 3110	The Structure of English	3

Literacy Education:

LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	3

Communication:

COMM 1000	Oral Communication	3

Languages and Literatures:

ENGLISH 3940/5940	Literature for Young Adults	3

Professional Experiences:

EDUC 2320	Teaching Methods I: The Teaching of Writing *	3
EDUC 3520/5520	Teaching Methods II: The Teaching of English *	3

Total Hours **33**

A minimum cumulative grade point average of 2.40 in courses taken to complete this minor is required.

* This section of Methods does not satisfy the Methods requirement within one's major.

Entrepreneurship Minor

Entrepreneurship Minor

The Entrepreneurship minor will be an extension of the already existing Entrepreneurship certificate. The purpose of the certificate is to engage students in active participation in the development of entrepreneurial enterprises. They will do this through a combination of traditional course work specifically directed to entrepreneurial ventures and participation in an entrepreneurial enterprise experience through the development of a business plan for a new venture and an experiential project. The minor will expand this goal by allowing students to learn entrepreneurship skills that specifically fit their major and career.

The minor will entail the same classes as the Entrepreneurship certificate (currently 15 hours) with the addition of one elective course from the Marketing Department and one elective course from the student's field of study.

ENGLISH 4120/5120	Literature, Gender and Intersectionality
ENGLISH 4140/5140	Literary Criticism
ENGLISH 4160/5160	Issues in Digital Humanities
ENGLISH 4188/5188	Author Seminar:
ENGLISH 4190/5190	Seminar in Literature:
ENGLISH 4310/5310	Old English Language, Literature, and Culture
ENGLISH 4315/5315	Early Modern Drama
ENGLISH 4320/5320	English Renaissance
ENGLISH 4325/5325	18th-Century British Literature
ENGLISH 4330/5330	British Romantic Writers
ENGLISH 4335/5335	British Victorian Writers
ENGLISH 4340/5340	British Novel to 1900
ENGLISH 4345/5345	British Novel Since 1900
ENGLISH 4370/5370	Chaucer
ENGLISH 4375/5375	Shakespeare
ENGLISH 4380/5380	Milton
ENGLISH 4410/5410	Early American Literature
ENGLISH 4420/5420	The American Renaissance
ENGLISH 4425/5425	American Realism and Naturalism to WWI
ENGLISH 4430/5430	American Poetry to 1914
ENGLISH 4445/5445	American Novel Since 1900
ENGLISH 4540/5540	African American Literature
ENGLISH 4560/5560	Asian American Literature
ENGLISH 3577/ CAP 3187	Blues and Jazz in African American Film and Literature
ENGLISH 4588/5588	World Literature Seminar: (Topic)
ENGLISH 4602/5602	Modern and Contemporary Poetry
ENGLISH 4615/5615	Modern Drama
ENGLISH 4632/5632	Literary Nonfiction
ENGLISH 4652/5652	Film and Literature
ENGLISH 4660/5660	Film History
ENGLISH 4664/5664	Film Theory and Criticism
ENGLISH 4672/5672	Electronic Literature
ENGLISH 4688/5688	Genre Seminar: _____
option: an ENGLISH-prefix course in film, creative writing, or professional writing (0-3 hours)	
option: one of the following courses in TESOL/Applied Linguistics (0-3 hours)	
TESOL 3110	The Structure of English
TESOL 4120/5120	Introduction to Linguistics
TESOL 4140/5140	History of the English Language
TESOL 2310	Modern English Grammar and Usage
Total Hours	21

Undergraduate Majors, Minors, and Certificates

A student can pursue the Entrepreneurship Minor or Entrepreneurship Certificate, but not both.

The full description with prerequisites and hours required are shown below:

Students must meet prerequisites before taking courses. A total cumulative or UNI cumulative GPA of 2.5 is required to declare this minor.

Required:

ENTR 2010	Financials for the Entrepreneurial Enterprise	3
ECON 1031	Introduction to Business Economics *	3
MKTG 2110	Principles of Marketing	3
ENTR 3583/5583	Entrepreneurship	3
ENTR 3586/5586	Entrepreneurial Strategy	3
Required Marketing Elective, choose one from the following: **		3
MKTG 3113/5113	Consumer Behavior	
MKTG 3116/5116	Marketing Analytics	
MKTG 3143	Advertising and Promotion	
MKTG 3146/5146	Digital Advertising	
MKTG 3153	Professional Selling	
MKTG 3154	Sales Management	
MKTG 3156	Services Marketing	
MKTG 3163	Distribution and Logistics	
MKTG 3166	Retail Management	
MKTG 3173	Product Management	
MKTG 3176/5176	Global Marketing	
MKTG 3178/5178	Global Trade Practices	
MKTG 3595	Value Based Pricing	
ENTR 4186	Studies in Entrepreneurship	
One course required within the student's declared major: **		3
ACCT 2130	Principles of Managerial Accounting	
ACCT 3130	Cost Accounting and Analysis	
ACT SCI 3790	Introduction to Actuarial Science	
ANTH 3440	Introduction to Museum Studies	
ART 2020	Ceramics I	
ART 2030	Graphic Design I	
ART 2050	Painting I	
ART 2060	Performance Art I	
ART 2070	Creative Photography I: Digital Photography	
ART 2080	Printmaking I: Strategies	
ART 2090	Sculpture I	
ART 3011	Life Drawing	
ART 3020	Ceramics II	
ART 3022	Ceramics III	
ART 3030	Graphic Design II	

ART 3031	Graphic Design: Identity System Design
ART 3032	Graphic Design: Digital Image Design
ART 3033	Graphic Design: Typography
ART 3034	Graphic Design: Publication Design
ART 3035	Graphic Design: Motion Design and Animation
ART 3036	Graphic Design: Web and Interactive Design
ART 3037	Book Arts
ART 3038	Graphic Design: Portfolio Preparation
ART 3055	Painting III
ART 3060	Performance Art II
ART 3066/5066	Performance Art III
ART 3070	Creative Photography II
ART 3077	Creative Photography III
ART 3080	Printmaking II: Applications
ART 3088	Printmaking III: Directions
ART 3090	Sculpture II
ART 3099	Sculpture III
ART 4010/5010	Professional Practices
COMM PR 3844/5844	Public Relations: Integrated Communications
COMM PR 3855	Public Relations Writing
COMM PR 3940	Advanced Applied Public Relations
COMM PR 4855/5855	Public Relations Campaign Methods
COMM 2455	Skills for Making Performance
COMM 3155	Professional and Public Communication
COMM 3941	Advanced Applied Performance Studies
COMM 4116/5116	Health Communication
COMM 4155/5155	Organizational Communication Assessment
COMM DM 1620	Fundamentals of Journalism
COMM DM 1652	Writing for Digital Media
CRIM 2022	Criminal Justice System
CS 2420	Computer Architecture and Parallel Programming
CS 2470	Networking
CS 2530	Intermediate Computing
CS 2720	Software Engineering
CS 3120/5120	User Interface Design
CS 3140/5140	Database Systems
CS 3150/5150	Information Storage and Retrieval
CS 3430/5430	Operating Systems
CS 3610/5610	Artificial Intelligence
CS 3650/5650	Computational Biology

CS 3730/5730	Project Management
CS 3750/5750	Software Verification and Validation
CS 4400/5400	System Administration
CS 4410/5410	System Security
CS 4620/5620	Intelligent Systems
CS 4740/5740	Real-Time Embedded Systems
CSD 3650	Clinical Processes
CSD 3900/5900	Aural Rehabilitation
CSD 4500	Clinical Practice
EARTHSCI 3250/5250	Measurement and Analysis of Air Quality
EARTHSCI 3345/5345	Environmental Geology
EARTHSCI 3350/5350	Environmental Hydrology
EARTHSCI 3355/5355	Hydrogeology
EARTHSCI 3360/5360	Field and Laboratory Methods in Hydrology
ENGLISH 2770	Introduction to Workplace Writing
ENGLISH 4765/5765	Applied Writing: Workplace Communication
ENGLISH 4770/5770	Applied Writing: Proposals and Grants
ENGLISH 4775/5775	Applied Writing: Specialized Documents
ENGLISH 4780/5780	The Profession of Editing
ENGLISH 4785/5785	Applied Writing: Projects, Grants and Careers
FAM SERV 2060	Strategies and Issues in Family Services
FAM SERV 3176/5176	Consumer Behavior Across the Lifespan
FAM SERV 4190	Professional Practice in Family Services
FIN 3110	Principles of Real Estate
FIN 3115	Real Estate Law and Brokerage
FIN 3120	Real Estate Appraisal and Investment
FIN 3135	Intermediate Financial Management
FIN 3160	Principles of Investments
FIN 3170	Commercial Bank Management
GEOG 3110	Economic Geography
GEOG 4120/5120	Demography and Population Geography
GERO 4170/5170	Long Term Care Administration
HIST 3020	Introduction to Museum Studies
INTDSGN 2063	Computer Applications for Interior Design I
INTDSGN 3129	Building Codes and Standards

INTDSGN 3164	Professional Practice of Interior Design
INTDSGN 3165	Professional Preparation in Interior Design
PH 3640	Worksite Health Promotion
RTNL 3110	Management and Human Resources in Recreation, Tourism and Nonprofit Leadership
RTNL 3130	Marketing in Recreation, Tourism and Nonprofit Leadership
RTNL 3337	Human Resource Development for Recreation, Tourism and Nonprofit Leadership
RTNL 3338	Planning Strategies in Nonprofit and Youth Agencies
RTNL 3774	Conferences, Expositions and Conventions in Tourism
RTNL 3777/5777	Special Events Management
RTNL 3778/5778	Community Based Tourism
RTNL 4210/5210	Nonprofit Leadership Practicum, Level II
RTNL 4320	Financial Resource Management in Recreation, Tourism and Nonprofit Leadership
RTNL 4621/5621	Camp Staff Development
RTNL 4625/5625	Camp Management Systems
RTNL 4776/5776	Eco, Adventure and Sport Tourism
MGMT 3153	Organizational Management
MIL SCI 3116	Platoon Operations
MIL SCI 3117	Applied Leadership in Platoon Operations
MIL SCI 3118	Mission Command and the Army Profession
MIL SCI 3119	Mission Command and the Company Grade Officer
PHYSICS 4050/5050	Optical Science
PHYSICS 4290/5290	Project Lead The Way: Digital Electronics
PHYSICS 4300/5300	Introduction to Electronics
PHYSICS 4310/5310	Physical Computing
PHYSICS 4600/5600	Classical Mechanics
PHYSICS 4700/5700	Electrodynamics
PHYSICS 4750/5750	Physics of Modern Materials
PHYSICS 4800/5800	Quantum Mechanics
PHYSICS 4860/5860	Computational Physics
PHYSICS 4900/5900	Thermodynamics and Statistical Mechanics
POLSCI 3174	Management of Public Human Resources
PSYCH 2301	Applied Psychology
PSYCH 3304	Work Psychology: Well-Being

Undergraduate Majors, Minors, and Certificates

PSYCH 3305	Work Psychology: Performance
SOC 1000	Introduction to Sociology
SOC 3045/5045	Social Inequality
TECH 2119	Computer Applications in Technology
TECH 3113	Manufacturing Tooling
TECH 3131/5131	Technical Project Management
TECH 3143	Managing Operations and Manufacturing Systems
TECH 4093/5093	Graphic Communications Estimating and Management I
TECH 4161	Digital Graphic Communications
TECH 4187	Applied Industrial Supervision and Management
CONSTR 2000	Land, Route, and Construction Surveying
CONSTR 3000	Heavy Construction Operations & Equipment
CONSTR 3050	Construction Estimating
TEXDSGN 2005	Fashion Event Planning and Digital Marketing
TEXDSGN 2007	Apparel Assembly and Technical Design
TEXDSGN 2008	Computer Applications for the Textile and Apparel Industry
TEXDSGN 3009	Textile Structures & Sourcing
PRODINNO 2000	Quality Assurance
PRODINNO 4000	Product Development
TEXDSGN 3012	Fashion Design: Flat Pattern and Draping
TEXDSGN 3013	Professional Development: Textile and Apparel
THEATRE 2060	Production Studies
THEATRE 2190	Stage Management
THEATRE 3050	Theatre Production
THEATRE 3155	Topics in Theatre Design and Production
THEATRE 3220	Design I: Theatrical Design Aesthetics
THEATRE 3230	Design II: Theatrical Design Process
THEATRE 3240	Design III: Theatrical Design Application

Total Hours

21

* ECON 1041 or ECON 1051 will substitute for ECON 1031.

**Some of the courses listed may require prerequisites prior to enrollment. Please consult with the UNI course catalog or appropriate department head to determine requirements for the courses.

Policies

Note: A copy of the Wilson College policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>. Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Marketing majors *may* declare a double major, double minor, and/or major and minor within the Wilson College of Business, subject to the regulations imposed by those Wilson College of Business departments affected. Marketing majors minoring within the Wilson College of Business must select minors designated for business majors. Marketing majors may not declare more than one emphasis in Marketing. Wilson College of Business students cannot minor in Marketing.

All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). In addition, a minimum of nine graded hours must be earned in 3000/4000-level UNI Marketing courses. A student must earn a 2.20 cumulative grade point average at UNI; and earn an overall 2.20 grade point average in business-designated courses taken at UNI.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These exceptions include major combinations which allow two double-counted courses:

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Marketing and Entrepreneurship Department may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or a second Wilson College of Business major is based on competitive GPA and space availability.

Environmental Assessment Minor

Environmental Assessment Minor

Students in the Environmental Science BA, Environmental Resource Management-Compliance track BA, and the Environmental Science: Earth Science Emphasis BS may not declare this minor.

Required:

CHEM 1110	General Chemistry I	4
EARTHSCI 1200	Elements of Weather	3

EARTHSCI 1300	Introduction to Geology	4
Electives (11 hours from the following):		11
BIOL 3151	General Microbiology *	
EARTHSCI 3230/5230	Air Quality	
EARTHSCI 3240/5240	Air Quality Modeling	
EARTHSCI 3250/5250	Measurement and Analysis of Air Quality	
EARTHSCI 3323	Geochemistry of the Land	
EARTHSCI 3360/5360	Field and Laboratory Methods in Hydrology	
EARTHSCI 3370	Geologic Field Methods	
GEOG 4250/5250	Laboratory Methods in Environmental Geography	
GEOG 4370/5370	Remote Sensing of the Environment	
Total Hours		22

* BIOL 3151 has prerequisites of BIOL 2051; BIOL 2052; CHEM 1110 and CHEM 1120, or CHEM 1130.

Environmental Data Analysis Minor

Environmental Data Analysis Minor

This minor may complement majors in various programs such as Computer Science, Data Science, Statistics, Business, Economics, Geography, Environmental Science, and Earth Science, which will require content in both methods of environmental data collection and data analysis. Students may want to apply their knowledge to investigate areas of interest related to their major, such as social impact of climate change, economic impacts of environmental contamination, management of limited natural resources and policies related to threatened areas.

This minor includes required courses in two UNIFI categories, Quantitative Reasoning and Scientific Reasonings, account for 7 hours.

Required:

GEOG 2350	Intro to Environmental Data Analysis	3
STAT 1772	Introduction to Statistical Methods	3
Select one of the following options		4
BIOL 1012 & BIOL 1013	Life: The Natural World and Life: The Natural World - Lab	
BIOL 2051	General Biology: Organismal Diversity	
EARTHSCI 1200 & EARTHSCI 1210	Elements of Weather and Elements of Weather Laboratory	
EARTHSCI 1300	Introduction to Geology	
GEOG 1210 & GEOG 1211	Planet Earth and Planet Earth Laboratory	

Electives: At least 12 hours total from Group A and B:

Group A: Computational/Analytical Methods - select 2 courses		6
BIOL 4157/5157	Biostatistics **	
CS 2150	Computing for Data Science *	
CS 3140/5140	Database Systems *	
ECON 3225/5225	Environmental Economics *	
ECON 3371	Economic and Business Forecasting *	
ECON 3373/5373	Introduction to Econometrics *	
GEOG 2410	Geographic Information Systems I	
PHYSICS 4160/5160	Data Visualization, Modeling and Simulation *	
STAT 3775/5775	Introduction to Mathematical Statistics *	
STAT 3778/5778	Spatial Data Analysis	
STAT 4772/5772	Statistical Computing I	
STAT 4784/5784	Introduction to Machine Learning *	
Group B: Environmental Data Collection Methods - select 2 courses		6
BIOL 4168/5168	Ecology **	
BIOL 4180/5180	Restoration Ecology **	
EARTHSCI 3230/5230	Air Quality *	
EARTHSCI 3250/5250	Measurement and Analysis of Air Quality *	
EARTHSCI 3323	Geochemistry of the Land *	
EARTHSCI 3345/5345	Environmental Geology *	
EARTHSCI 3350/5350	Environmental Hydrology *	
EARTHSCI 3355/5355	Hydrogeology *	
EARTHSCI 3360/5360	Field and Laboratory Methods in Hydrology *	
EARTHSCI 3370	Geologic Field Methods *	
GEOG 2320	Drones for Mapping and Communication	
GEOG 4350/5350	Global Positioning System Field Survey Methods	
GEOG 4370/5370	Remote Sensing of the Environment	
GEOG 4385/5385	Advanced Unmanned Aerial Systems Mapping *	
Total Hours		22

* These courses have additional prerequisites as follows:
 BIOL 4157/5157 has prerequisites of MATH 1140, or MATH 1120 and MATH 1130, or MATH 1420, or equivalent; BIOL 3100; BIOL 3140; junior standing
 CS 2150 has prerequisites of CS 1510; consent of department
 CS 3140/5140 has prerequisites of CS 1520; CS 1800; junior standing. For Data science minors the prerequisites are of CS 2150; junior standing
 ECON 3225/5225 has prerequisites of ECON 1041; ECON 1051; junior standing

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ECON 3371 has prerequisites of ECON 1031 or ECON 1041 or ECON 1051 or consent of instructor; junior standing
ECON 3373/5373 has prerequisites of ECON 1041 and ECON 1051, or consent of instructor; junior standing
PHYSICS 4160/5160 has prerequisites of CS 1510; junior standing
STAT 3775/5775 has prerequisites of MATH 3752/5752; junior standing. Prerequisite or corequisite MATH 2422
STAT 3776/5776 has prerequisites of STAT 3775/5775; junior standing
STAT 4784/5784 has prerequisites of CS 1510 or STAT 4772/5772; junior standing; consent of instructor
BIOL 4168/5168, BIOL 4180/5180 have prerequisites of BIOL 3100; BIOL 3140; junior standing
EARTHSCI 3230/5230, EARTHSCI 3240/5240, EARTHSCI 3250/5250 have a prerequisite of EARTHSCI 1200; junior standing
EARTHSCI 3323 has prerequisites of EARTHSCI 1300; CHEM 1110
EARTHSCI 3345/5345, EARTHSCI 3350/5350, EARTHSCI 3355/5355, EARTHSCI 3370 has a prerequisite of EARTHSCI 1300; junior standing
EARTHSCI 3370 has a prerequisite of EARTHSCI 1300
GEOG 4385/5385 have prerequisites GEOG 4370/5370 or consent of instructor; junior standing
**Well prepared students who would like to enroll in BIOL 4157/5157, BIOL 4168/5168 or BIOL 4180/5180 should contact the course instructor about possible waivers.

Environmental Earth Science Minor

Environmental Earth Science Minor

Required:		
BIOL 2051	General Biology: Organismal Diversity	4
EARTHSCI 1200	Elements of Weather	3
EARTHSCI 1300	Introduction to Geology	4
EARTHSCI 3230/5230	Air Quality	4
EARTHSCI 3345/5345	Environmental Geology	3
EARTHSCI 3350/5350	Environmental Hydrology	3
GEOG 2410	Geographic Information Systems I	3
Electives: At least 6 credits from the following		6
EARTHSCI 1400	Introduction to Environmental Earth Science	
ECON 3225/5225	Environmental Economics *	
GEOG 2210	Modern Climate Change: Evidence and Predictions	
GEOG 2260	Environmental Resource Management	
GEOG 4370/5370	Remote Sensing of the Environment	
PH 3710	Environmental Health Science	
PHIL 2550	Environmental Ethics	
Total Hours		30

* ECON 3225/5225 has prerequisites of ECON 1041 and ECON 1051.

Esports Administration Minor

The Esports core introduces students to the key concepts and skills that drive successful esports experiences in educational, recreational, and mass media environments. Whether analyzing how games create personal meaning, managing events, or navigating communication in complex organizations, students will develop a multifaceted toolkit to support careers in esports coaching, broadcasting, event planning, and youth engagement. Electives allow for practical specialization in marketing, event management, or coaching within the esports ecosystem.

Required:		
LRNTECH 1200	Playgrounds to Pixels: Meaningful Gaming	3
LRNTECH 2600	From Player to Leader: The Esports Experience	3
Choose two of the following:		6
COMM PR 4856/5856	Public Relations Special Events Planning	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
RTNL 2150	Foundations of Youth Work	
RTNL 3130	Marketing in Recreation, Tourism and Nonprofit Leadership	
RTNL 3777/5777	Special Events Management	
Choose two of the following:		6
COMM 3055	Organizational Communication	
COMM 3236	Ethics in Communication	
COMM 4544/5544	Digital Culture and Communication	
COMM DM 3660	Sports Journalism *	
COMM PR 4858/5858	Sports Public Relations	
Total Hours		18

* COMM DM 3660 has a prerequisite of CM CORE 1001.

Ethics Minor

The Ethics minor is intended to provide students of diverse major fields of study a way to focus and develop their interest in ethics both by offering them a core of courses essential to an understanding of the field of ethics and by advising them in the selection of courses that enable them to develop depth and detail in theoretical, professional and applied ethics.

Ethics Core--Required:	
Philosophy:	3

PHIL 2500	Ethics	
Religious Studies:		3
RELS 3500	Religion and Ethics	
Introductory Courses: select one of the following:		3
Religious Studies:		
RELS 1020	Religions of the World	
RELS 1060	American Religious Diversity	
Philosophy or Religious Studies:		
PHIL/RELS 1540	Ethics in Business (can count in introductory, applied, or elective categories, but only one)	
Philosophy:		
PHIL 1040	Justice and the Good Life: Philosophical Perspectives	
PHIL 1580	Ethics for Professional Life (Can also count as an elective, but not as both)	
Applied Ethics: select one of the following:		3
Philosophy:		
PHIL 1560	Science, Technology, and Ethics (STE) (Can also count as an elective, but not as both)	
Philosophy or Religious Studies		
PHIL/RELS 2550	Environmental Ethics (Can also count as an elective, but not as both)	
PHIL/RELS 2570	Good Sex: The Ethics of Human Sexuality (Can also count as an elective, but not as both.)	
PHIL/RELS 3510	Bio-Medical Ethics (Can also count as an elective, but not as both)	
Management:		
MGMT/PHIL/RELS 3974	Ethics, Responsible AI, and Business (Can also count as an elective, but not as both) *	
Electives: select one of the following:		3
Business:		
MGMT 3100	Legal and Social Environment of Business	
Communications:		
COMM 3236/ CAP 3128	Ethics in Communication	
COMM 4217/5217	Freedom of Speech	
Economics		
ECON 1001	Economics of Social Issues	
History:		
HIST 3110	Conflict and Justice in History: (Topic)	
HIST 4170/5170	U.S. Environmental History	
HIST 4260/5260	United States Women's History	
Philosophy:		
PHIL 3320	Political Philosophy	

PHIL 3360	Character, Wisdom, and Mind: Philosophical Perspectives	
PHIL 3610	Nietzsche, Nihilism, and Technology	
Philosophy or Religious Studies:		
PHIL/RELS 3110	Perspectives on Death and Dying	
Political Science:		
POLSCI 3160	Classical Political Theory	
POLSCI 3161	Modern Political Theory	
POLSCI 3162	Power: Political Theories & Applications	
Psychology:		
PSYCH 2201	Psychology of Gender *	
PSYCH 2203	Social Psychology *	
Public Health		
PH 1101	Introduction to Public Health	
Sociology:		
CRIM 3314	Ethics in Crime, Law and Justice *	
Special Education:		
SPIE 4180/5180	Interdisciplinary Study of Disability	
Technology:		
CONSTR 1015	Introduction to Sustainability	
Total Hours		15

* *These courses have additional prerequisites as follows:
 MGMT 3974/5974 has a prerequisite of MGMT 3100 or 3 hours in Philosophy (PHIL XXXX) or 3 hours in Religious Studies (RELS XXXX); junior standing.
 PSYCH 2201 has a prerequisite of PSYCH 1001.
 PSYCH 2203 has a prerequisite of PSYCH 1001.
 CRIM 3314 has a prerequisite of SOC 1000; CRIM 2022.

Family Studies Minor

Required

Family Studies:		
FAM SERV 1020	Family Relationships	3
FAM SERV 1055 or PSYCH 2202	Lifespan Development Developmental Psychology	3
FAM SERV 1057	Human Relationships and Sexuality	3
Social Science Research Methods (choose one of the following):		3-4
FAM SERV 2030	Research Methods in Family Science	
PSYCH 3002	Research Methods	
SW 3185	Social Work Research	
CM CORE 2020	Communication Research Methods	
COMM 4021/5021	Quantitative Research Methods	

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SOC 2010	Research Methods	
Select three electives from the following:		9
Family Studies:		
FAM SERV 1010	Human Identity and Relationships	
FAM SERV 2054	Dating and Couple Relationships	
FAM SERV 2077	Management of Family Resources	
FAM SERV/GERO 3111	Families and End of Life Issues	
FAM SERV 3145/5145	Violence in Intimate Relationships	
FAM SERV 3150/5150	Families, Aging, and Wellbeing	
FAM SERV 3155/5155	Parenting	
FAM SERV 3160/5160	Prevention and Early Intervention Skills	
FAM SERV/GERO 3161	Families, Alzheimer's, and Related Dementias	
FAM SERV 3162/5162	Family Policy and Advocacy	
FAM SERV 3176/5176	Consumer Behavior Across the Lifespan	
FAM SERV 4157/5157	Human Sexuality Education	
FAM SERV 4184/5184	Topics in Family Services	
FAM SERV 4198	Independent Study in Family Services	
Total Hours		21-22

Finance Minor (for Business Majors or Non-Business Majors)

This minor is available to Business Majors and Non-Business Majors.

- Finance Minor (For Business Majors)
- Finance Minor (For Non-Business Majors)

Finance Minor (for Business Majors)

This minor is NOT available to majors in Finance.

Required

Finance:		
FIN 3130	Corporate Finance *	3
FIN 3160	Principles of Investments **	3
Electives		9

Finance:		
FIN 3032	International Financial Management **, ***	
FIN 3050	Risk Management and Insurance	
FIN 4065/5065	Fixed Income Analysis **	
FIN 3125	Real Estate Finance **, ***	

FIN 3135	Intermediate Financial Management **	
FIN 3170	Commercial Bank Management **, ***	
FIN 3210	Financial Modeling and Analytics	
FIN 4150/5150	Securities Analysis **, ***	
FIN 4155/5155	Options and Futures **, ***	
Economics:		
ECON 2132	Money and Banking	
Total Hours		15

Note: All 3000- and 4000- level courses require junior standing.

* These courses require the following prerequisites: ACCT 2120; both STAT 1772 (or equivalent) and ECON 1011, or MATH 1421; ECON 1041; ECON 1051. These courses count toward the Business Core requirements for all Business majors.

**These courses require a C- or better in FIN 3130.

***These courses require the following prerequisite: ACCT 2130. ACCT 2130 counts toward the Business Core requirements for all Business majors.

Finance Minor (for Non-Business Majors)

Required

Accounting:		
ACCT 2120	Principles of Financial Accounting	3
Economics/Mathematics:		3-6

Both

ECON 1011	Statistics for Business Analytics	

and

STAT 1772	Introduction to Statistical Methods	

OR ONLY

MATH 1421	Calculus II	

Economics:

ECON 1041	Principles of Macroeconomics	3
ECON 1051	Principles of Microeconomics	3

Finance:

FIN 3130	Corporate Finance	3
FIN 3160	Principles of Investments *	3

Electives

Finance:		
FIN 3032	International Financial Management ', **	
FIN 3050	Risk Management and Insurance	
FIN 3125	Real Estate Finance ', **	
FIN 3135	Intermediate Financial Management *	
FIN 3170	Commercial Bank Management ', **	

FIN 3210	Financial Modeling and Analytics
FIN 4065/5065	Fixed Income Analysis *
FIN 4150/5150	Securities Analysis *, **
FIN 4155/5155	Options and Futures *, **
Economics:	
ECON 2132	Money and Banking
Total Hours	27-30

Note: All 3000- and 4000- level courses require junior standing.

* These courses requires a C- or better in FIN 3130.

**These courses require the following prerequisite: ACCT 2130.

Policies

Note: A copy of the Wilson College policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>. Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Finance and Real Estate majors *may* declare a double major, and/or major and minor within the Wilson College of Business, subject to the approval of the other Wilson College of Business departments involved. Finance and Real Estate majors minoring within the Wilson College of Business must select minors designated for business majors. Finance majors cannot minor in Finance, and Real Estate majors cannot minor in Real Estate. However, Finance majors may double major or minor in Real Estate, and Real Estate majors may double major in Finance or minor in Finance. Also, not more than one emphasis area may be declared in Finance.

All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). A student must earn a 2.20 cumulative grade point average at UNI; and must earn an overall 2.20 grade point average in business designated courses taken at UNI.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These exceptions include major combinations which allow two double-counted courses:

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Finance Department may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or

a second Wilson College of Business major is based on competitive GPA and space availability.

General Business Concepts Minor

General Business Concepts Minor

Required

Accounting:		
ACCT 2120	Principles of Financial Accounting	3
Marketing:		
MKTG 2110	Principles of Marketing	3
Management:		
MGMT 2080	Introduction to Information Systems	3
MGMT 3100	Legal and Social Environment of Business	3
MGMT 3965/5965	Organizational Behavior	3
Economics:		
ECON 1031	Introduction to Business Economics	3
or ECON 1041	Principles of Macroeconomics	
or ECON 1051	Principles of Microeconomics	
ECON 1011	Statistics for Business Analytics	3
Mathematics:		
STAT 1772	Introduction to Statistical Methods	3
Total Hours		24

NOT available to Business majors.

Policies

Note: A copy of the Wilson College Policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>.

Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Management, MIS, Business Analytics, Human Resource Management, and Supply Chain Management majors may declare a double major and/or major and minor within the Wilson College of Business, subject to regulations imposed by those Wilson College of Business departments affected. Management majors may not major in Human Resource Management or minor in Organizational Leadership. No more than one emphasis area may be declared in Management.

All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). A student must earn a 2.20 cumulative grade point average at UNI; and earn an

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overall 2.20 grade point average in business designated courses taken at UNI.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These exceptions include major combinations which allow two double-counted courses:

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Management Department may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or a second Wilson College of Business major is based on competitive GPA and space availability.

Geography Minor
Geography Minor

Required		
Geography:		
GEOG 1120	Peoples, Cultures, and Environments	3
or GEOG 1110	Global Geography	
GEOG 1210	Planet Earth	3
Electives in geography *		12
Total Hours		18

* Only 3 hours of credit in GEOG 3179 will count toward electives for the minor.

Geology Minor
Geology Minor

Required:		
EARTHSCI 1300	Introduction to Geology	4
EARTHSCI 1320	Earth History	4
EARTHSCI 3322	Earth Materials	4
EARTHSCI 3325/5325	Sedimentary Geology	4
EARTHSCI 3330/5330	Geomorphology	4
EARTHSCI 3355/5355	Hydrogeology	3
Electives: choose one of the following:		3-4
EARTHSCI 3323	Geochemistry of the Land	
EARTHSCI 3327/5327	Paleoclimatology	
EARTHSCI 3340/5340	Oceanography	
EARTHSCI 3370	Geologic Field Methods	
Total Hours		26-27

Gerontology Minor
Gerontology Minor

Required:		
FAM SERV 1055 or PSYCH 2202	Lifespan Development Developmental Psychology	3
PSYCH 1001	Introduction to Psychology	3
PSYCH 3204/5204	Psychology of Aging	3
SOC 1000	Introduction to Sociology	3
SOC 3035/5035	Social Gerontology	3
Electives in Gerontology--must take 2		6
FAM SERV 3150/5150	Families, Aging, and Wellbeing	
CSD 1000	Understanding Communication Disorders	
GERO/FAM SERV 3111	Families and End of Life Issues	
GERO 4170/5170	Long Term Care Administration	
GERO/FAM SERV 3161	Families, Alzheimer's, and Related Dementias	
PH 2630	Aging and Health	
Total Hours		21

Graphic Technology Minor
Graphic Technology Minor

Required:		
TECH 1055	Graphic Communications Foundations	3
TECH 2070	Digital Pre-Media	3
TECH 2119	Computer Applications in Technology	3
TECH 2405	Introduction to Packaging; 3D Design and Package Prototyping	3
TECH 3150/5150	Graphic Communications Imaging	3
TECH 3169	Digital Imaging	3
TECH 4093/5093	Graphic Communications Estimating and Management I	3
TECH 4161	Digital Graphic Communications	3
Total Hours		24

History Minor
History Minor

Electives in History		18
Choose any History course (at least 12 hours must be 3000/4000-level)		
Total Hours		18

HIST 1120 and at least one of the following are recommended electives to complete the History Minor:

HIST 4510/5510	Europe from the French Revolution to World War I	3
HIST 4520/5520	Europe from World War I to the Present	3
HIST 4610/5610	English History since 1688	3
HIST 4640/5640	Modern Mediterranean Europe: History and Culture	3
HIST 4650/5650	Modern Central and Eastern Europe	3
HIST 4660/5660	History of Imperial Russia	3
HIST 4670/5670	History of Soviet Russia	3
HIST 4675/5675	Great Power Diplomacy from the Congress of Vienna to the Present	3
HIST 4680/5680	Military History from Napoleon to the Present	3
HIST 4690/5690	Modern European Women's History	3

History Social Sciences Endorsements - Teaching Minor

History Social Sciences Endorsements - Teaching Minor

This minor fulfills the Iowa All-Social Science Endorsement for Grades 5-12 (endorsement #186) when completed in conjunction with the History Teaching major. This minor is available to History Teaching majors only.

Required Coursework:

American Government 9

POLSCI 1014 Power & Politics in the U.S.

Select two of the following:

POLSCI 1048 Introduction to Public Administration

POLSCI 2131 American State Politics

POLSCI 3112 Campaigns and Elections

POLSCI 3127 United States Foreign Policy

POLSCI 3129 Political Thought in the U.S.

POLSCI 3132 Community Politics

POLSCI 3134 Congress: The First Branch

POLSCI 3141 Constitutional Law

POLSCI 3144 Civil Rights and Liberties

POLSCI 3146 Judicial Politics and Policy-making

POLSCI 3150 Public Opinion and Voting Behavior

POLSCI 3151 Modern Presidency

POLSCI 3166 Political Parties and Interest Groups

POLSCI 3172	Public Budgeting
POLSCI 3174	Management of Public Human Resources
POLSCI 4142/5142	Problems in Juvenile and Family Law
POLSCI 4143/5143	Citizen Participation and Civic Engagement
POLSCI 4173	Politics and Public Policy
Economics 6	
Select two of the following:	
ECON 1001	Economics of Social Issues
ECON 1031	Introduction to Business Economics
ECON 1041	Principles of Macroeconomics
ECON 1051	Principles of Microeconomics *
Geography 6	
GEOG 1110 or GEOG 1120	Global Geography Peoples, Cultures, and Environments
GEOG 1210 or GEOG 1310	Planet Earth Digital Earth
Psychology 6	
PSYCH 1001	Introduction to Psychology
PSYCH 2000/3000-level elective	
Sociology 6	
SOC 1000 or SOC 1060	Introduction to Sociology Social Problems
Elective in Sociology (SOC)	
Total Hours 33	

* This course has additional prerequisites.

History for Social Sciences Teaching Minor

History for Social Sciences Teaching Minor

This minor offers Social Sciences Teaching majors an opportunity to complete coursework in one of two tracks, US History or World History, to deepen content knowledge and enhance preparation to teach these subjects. This minor is available to Social Sciences Teaching majors only, and does not lead to a standalone endorsement.

Required Core - select two of the following: 6	
HIST 1110	United States History to the Civil War and Emancipation
HIST 1120	United States History since the Civil War and Emancipation
HIST 1210	Making the Modern World
Choose one of the following tracks: US History or World History 12	
Total Hours 18	

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US History Track

Required		
HIST 4200/5200	History of Iowa	3
Select 9 hours from US History; 3 hours must be at the 4000 level:		9
HIST 2011	Engaging Sources: (Topic)	
HIST 4010/5010	Introduction to Public History	
HIST 4110/5110	American Colonial History	
HIST 4140/5140	Civil War and Reconstruction	
HIST 4150/5150	Foundations of Modern America: The United States, 1877-1929	
HIST 4160/5160	U.S. History from 1929 to 1960	
HIST 4170/5170	U.S. Environmental History	
HIST 4175/5175	History on Film	
HIST 4180/5180	Recent United States History	
HIST 4235/5235	Popular Culture in the United States	
HIST 4245/5245	African-American History	
HIST 4250/5250	Religion in America	
HIST 4260/5260	United States Women's History	
HIST 4270/5270	American Indian History	
HIST 4280/5280	The American Radical Tradition	
HIST 4556/5556	History of Outdoor Recreation	

World History Track

Select 12 hours from World History; 6 hours must be at the 4000 level:		
HIST 2210	Problems & Perspectives in Global History: (Topic)	
HIST 2310	From Mesopotamia to the Middle Ages: The Premodern West	
HIST 3110	Conflict and Justice in History: (Topic)	
HIST 3279	Conflict and Justice Study Abroad: (Topic)	
HIST 4310/5310	History of Ancient Greece	
HIST 4320/5320	History of Ancient Rome	
HIST 4330/5330	Greek and Roman Life and Culture	
HIST 4340/5340	Barbarians, Saints, and Pestilence: The Middle Ages	
HIST 4350/5350	Rebirth, Reform, and Rebellion: The Beginnings of the Modern World	
HIST 4360/5360	Age of Absolutism and the Enlightenment	
HIST 4420/5420	History of Ireland	
HIST 4440/5440	Kings, Heretics, Witches, and Revolutionaries: England to 1688	
HIST 4480/5480	The Ancient Near East	

HIST 4510/5510	Europe from the French Revolution to World War I
HIST 4520/5520	Europe from World War I to the Present
HIST 4610/5610	English History since 1688
HIST 4640/5640	Modern Mediterranean Europe: History and Culture
HIST 4650/5650	Modern Central and Eastern Europe
HIST 4660/5660	History of Imperial Russia
HIST 4670/5670	History of Soviet Russia
HIST 4675/5675	Great Power Diplomacy from the Congress of Vienna to the Present
HIST 4680/5680	Military History from Napoleon to the Present
HIST 4690/5690	Modern European Women's History
HIST 4720/5720	Modern Latin American History
HIST 4730/5730	African Kingdoms & Societies
HIST 4740/5740	Modern African History
HIST 4820/5820	Modern Middle East History
HIST 4830/5830	Sanskrit and Sovereigns; Sultans and Sufis: A History of South Asia to 1526 CE
HIST 4840/5840	Mughals and Marauders; Merchants and Mahatmas: A History of South Asia since 1526 CE
HIST 4850/5850	Pre-Modern Chinese History
HIST 4860/5860	Modern Chinese History
HIST 4870/5870	Courtiers, Warriors, and Merchants: Japan to 1800
HIST 4880/5880	The Legacy of the Samurai: Japan since 1800
HIST 4910/5910	Global Studies: (Topic)

Hydrology Minor

Hydrology Minor

Required:

EARTHSCI 1300	Introduction to Geology	4
EARTHSCI 1320	Earth History	4
EARTHSCI 3350/5350	Environmental Hydrology	3
EARTHSCI 3355/5355	Hydrogeology	3
EARTHSCI 3360/5360	Field and Laboratory Methods in Hydrology	3
EARTHSCI 3365/5365	Hydrology Seminar	2
Electives - 7 hours from the following:		7
CHEM 1110	General Chemistry I	
EARTHSCI 3210/5210	Meteorology *	
EARTHSCI 3325/5325	Sedimentary Geology	
EARTHSCI 3330/5330	Geomorphology	

GEOG 2410	Geographic Information Systems I	
GEOG 4220/5220	Soils and Landscapes	
GEOG 4370/5370	Remote Sensing of the Environment	
Total Hours		26

* EARTHSCI 3210/5210 has a prerequisite of EARTHSCI 1200.

Instructional Strategist - Teaching Minor

Instructional Strategist - Teaching Minor

This minor leads to an endorsement in teaching students with disabilities with three different options: 1) Instructional Strategist I K-8 (Endorsement 260); 2) Instructional Strategist I 5-12 (Endorsement 261); or 3) Instructional Strategist II Intellectual Disabilities K-12 (Endorsement 264). Students must complete all requirements for an Early Childhood, Elementary, or Secondary Education major and complete student teaching (EDUC 4135) in both the major and the Instructional Strategist special education minor endorsement area.

Required Special Education Core for All Endorsement Options:

SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3
SPIE 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPIE 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	3
SPIE 4161/5161	Constructions of Behavior and Humanistic Supports**	3
SPIE 4162/5162	Specialized Assessment and Instruction for Students with Disabilities**	3
SPIE 4163/5163	Field Experience in Specialized Assessment, Instruction and Management in Special Education (K-8)	3
SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12)**	3

Choose from the following endorsement options:

Instructional Strategist I K-8 (Special Education Core plus the following courses):		6
SPIE 4172/5172	Differentiated & Intensive Methods in Literacy & Mathematics: Elementary Mild/Mod Disabilities (K-8)**	

SPIE 4194/5194	Experience in Special & Inclusive Educ: Prac 2, Instructional Strategist I K-8	
Instructional Strategist I 5-12 (Special Education Core plus the following courses):		
SPIE 4173/5173	Instructional Methods for Inclusive Learning (5-12)**	
SPIE 4195/5195	Experience in Special & Inclusive Educ: Prac 2, Instructional Strategist I 5-12	
Instructional Strategist II K-12 (Special Education Core plus the following courses):		
SPIE 4173/5173	Instructional Methods for Inclusive Learning (5-12)**	
SPIE 4196/5196	Experience in Special & Inclusive Ed: Prac 2, Instr Strategist II Intellectual Disability K-12	
Total Hours		27

* And Student Teaching EDUC 4135 (4-12 hours) in specific endorsement area.

**Students enrolled in SPIE 4161/5161, SPIE 4162/5162, SPIE 4171/5171, SPIE 4172/5172, and SPIE 4173/5173 are required to have not lower than a C in each of these methods courses that are prerequisites for Student Teaching in Special Education.

Interactive Digital Studies Minor

Interactive Digital Studies Minor

The Interactive Digital Studies minor is interdisciplinary in nature and is under the jurisdiction of the Department of Communication and Media. This minor requires a 12-hour core plus 15-17 hours from one of the nine emphases.

Required

Communication and Media:		
CM CORE 1001	Digital Toolbox	3
COMM 3155	Professional and Public Communication	3
COMM 4544/5544	Digital Culture and Communication	3
or CM CORE 1010	Mass Communication and Society	
COMM 3555	Interactive Digital Communication	3

Electives - select one bundle (emphasis) from the following:

Total Hours	27-29

1. Digital Visualization (15 hours)

Communication and Media:		
COMM 4558/5558	Interactive Digital Visualization: (Topic) (*Repeat for 6 hours.)	6
COMM DM 1611	Media and Power	3

Undergraduate Majors, Minors, and Certificates

or COMM 4213/5213 Visual Rhetoric		
COMM DM 3659	Editing and Design	3
COMM DM 4655	Photojournalism	3
or COMM 3455	Creativity, Storytelling and Identity	
Total Hours		15

2. Digital Computation (17 hours)

Computer Science:		
CS 1510	Introduction to Computing	4
CS 1520	Data Structures	4
CS 2530	Intermediate Computing *	3
CS 3110	Web Application Development	3
CS 3120/5120	User Interface Design	3
Total Hours		17

* CS 2530 has the following prerequisites:
CS 1510; CS 1520; CS 1800; or department approval. The prerequisite CS 1800 not included in requirements for this bundle is waived for Interactive Digital Studies majors and minors.

3. Digital Writing (15 hours)

English:		
ENGLISH 2770	Introduction to Workplace Writing	3
ENGLISH 4025/5025	Theory and Practice of Writing	3
or ENGLISH 4040/5040	Digital Writing: Theory and Practice	
ENGLISH 4785/5785	Applied Writing: Projects, Grants and Careers	3
or ENGLISH 4770/5770	Applied Writing: Proposals and Grants	
Select 2 from the following courses (6 units total)		6
ENGLISH 4672/5672	Electronic Literature *	
ENGLISH 4765/5765	Applied Writing: Workplace Communication	
ENGLISH 4775/5775	Applied Writing: Specialized Documents	
ENGLISH 4160/5160	Issues in Digital Humanities	
Total Hours		15

* Prerequisite(s): CM CORE 1001 or ENGLISH 2120 or consent of instructor; junior standing.

4. Digital Music (15 hours)

Music Theory (required):		
MUS THEO 1300	Topics in Music Composition (Electronic Composition section)	2
MUS THEO 3220/5220	Music and Technology	4
MUS THEO 3230/5230	Music Technology, Advanced	4
Music Theory (select two of the following):		4
MUS THEO 1100	Introduction to Music Theory	
MUS THEO 1110	Theory I	
MUS THEO 1120	Theory II	
Theory class placement is determined by a diagnostic examination.		

Music elective	1
Additionally, it is recommended that students taking this bundle elect to take MUSIC 1100 as part of their UNIFI/General Education courses.	
Total Hours	15

5. Digital Imaging (15 hours)

Graphic Technologies:		
TECH 1055	Graphic Communications Foundations	3
TECH 2070	Digital Pre-Media	3
TECH 3150/5150	Graphic Communications Imaging	3
TECH 3169	Digital Imaging	3
TECH 4184	Digital Imaging II	3
Total Hours		15

6. Digital Advertising (15 hours)

Economics:		
ECON 1031	Introduction to Business Economics	3
or ECON 1041	Principles of Macroeconomics	
Marketing:		
MKTG 2110	Principles of Marketing	3
MKTG 3143	Advertising and Promotion	3
MKTG 3146/5146	Digital Advertising	3
MKTG 3148/5148	Digital Customer Experience *	3
or ENTR 3583/5583	Entrepreneurship	
or MKTG 4150	Advertising Campaign Development	
Total Hours		15

* ENTR 3583/5583 has prerequisite of ENTR 2010 or (ACCT 2120; ACCT 2130; prerequisite or corequisite FIN 3130; STAT 1772 or equivalent; ECON 1011; MKTG 2110; ECON 1031 or (ECON 1041 and ECON 1051)); junior standing.

7. Digital History (15 hours)

Communication and Media:		
COMM 4412/5412	Performing History	3
COMM 4558/5558	Interactive Digital Visualization: (Topic)	3
History:		
HIST 1010	Introduction to Historical Skills	3
HIST 4010/5010	Introduction to Public History	3
HIST 3020	Introduction to Museum Studies	3
Total Hours		15

8. Web Development (15 hours)

Communication and Media:		
COMM 4558/5558	Interactive Digital Visualization: (Topic)	3

Computer Science:

CS 1100	Web Development: Client-Side Coding	3
CS 2100	Web Development: Server-side Coding	3
CS 3120/5120	User Interface Design	3
Marketing:		
MKTG 3148/5148	Digital Customer Experience *	3
Total Hours		15

* MKTG 3148/5148 has prerequisite of MKTG 2110 or consent of instructor. This prerequisite is waived for all Interactive Digital Studies majors and minors.

9. Digital Video (15 hours)

Communication and Media:

COMM DM 1652 or COMM 3455	Writing for Digital Media Creativity, Storytelling and Identity	3
COMM DM 2651	Digital Media Production II	3
COMM DM 2653 or COMM DM 4650	News Writing and Reporting Advanced News Writing and Reporting	3
COMM DM 3658	Digital Journalism: (Topic)	3
COMM DM 4630/5630 or COMM DM 4644/Global Media: (Topic)	Digital Media Law and Ethics	3
Total Hours		15

10. Digital Mapping (15 hours)

Geography:

GEOG 1310	Digital Earth	3
GEOG 2320	Drones for Mapping and Communication	3
GEOG 2410	Geographic Information Systems I	3
GEOG 4335/5335	Web Mapping and Data Visualization	3
GEOG 4360/5360	Cartographic Design	3
Total Hours		15

Interdisciplinary Language Studies: French Minor

Interdisciplinary Language Studies: French Minor

The Interdisciplinary Language Studies: French Minor is designed to provide students with the opportunity to gain knowledge in French language, history, literature, business, and culture that will complement the work they are doing in their major field of study. It is particularly appropriate for students majoring in content areas such as art history, history, vocal music, international business, geography, and global studies as it will enrich their content knowledge and offer a global perspective on their subject.

French courses required:

FREN 2001	Intermediate French Language and Culture	3
FREN 2002	Composition	3
FREN 3001/5001	Advanced Composition	3
French electives: Literature, Language, and Culture courses:		6-9

FREN 2011	Topics in French Conversation: _____
FREN 2015	French Phonetics
FREN 2020	Francophone Cross-Cultural Bridges
FREN 3003/5003	Advanced Conversation
FREN 3004	Introduction to Literature in French
FREN 3008	Introduction to French Linguistics
FREN 3011/5011	Business French
FREN 3085/5085	Introduction to Translation
FREN 4005/5005	Stylistics
FREN 4014/5014	The World of French Business
FREN 4021/5021	Special Topics in Language and Culture
FREN 4022/5022	Special Topics in French Literature
FREN 4030	Francophone Cultures
FREN 4081/5081	Advanced Business French

Electives in other fields: 3-6

Art:

ARTHIST 1111	Survey of Art History I
ARTHIST 1222	Survey of Art History II
ARTHIST 4040/5040	Medieval Art
ARTHIST 4302/5302	Northern Renaissance Art
ARTHIST 4310/5310	17th and 18th Century Art
ARTHIST 4320/5320	19th Century Western Art
ARTHIST 4350/5350	Early 20th Century Art
ARTHIST 4362/5362	Late 20th Century and Contemporary Art

Geography:

GEOG 4110/5110	Cultural Geography

History:

HIST 4360/5360	Age of Absolutism and the Enlightenment
HIST 4510/5510	Europe from the French Revolution to World War I

Music:

MUS HIST 1010	History of Music I: Antiquity Through Baroque *
MUS HIST 1020	History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century *
MUS HIST 1030	History of Music III: Romantic, Twentieth, and Twenty-First Centuries *

Philosophy/Religion:

Undergraduate Majors, Minors, and Certificates

PHIL 2230	The Age of Reason: Philosophy in the Renaissance and Enlightenment	
PHIL 3330	Death, Sex and the Body: Phenomenology and Foucault	
Total **		21

* Multiple years of previous study and the ability to read music in all clefs is required.

**Note: This program begins with FREN 2001. Students should already have taken the following courses or their equivalents: FREN 1001, FREN 1011, FREN 1002, and FREN 1012. This minor will require up to six hours of course work beyond the minimum hours required for this minor if a student does not demonstrate a proficiency at the third semester level.

International Affairs Minor

International Affairs Minor

The International Affairs minor is composed of 18 hours in political science and related disciplines. It allows students to explore their interests in politics around the globe and helps prepare them to live and work in an increasingly interconnected world. The requirements are as follows:

Required

Political Science:		
POLSCI 1025	Global Politics	3
Political Science Electives:		
Select at least three of the following:		9
POLSCI 3121	Unconventional Warfare	
POLSCI 3120	International Security	
POLSCI 3126	Human Rights	
POLSCI 3127	United States Foreign Policy	
POLSCI 3130	Autocratic Politics	
POLSCI 3140	Decision-Making in Nuclear Politics	
POLSCI 3170	East Asian Security	
POLSCI 3122	Alliance Politics	
Select two of the following, any additional electives from the courses listed above, or those listed below: **		6
Communication:		
COMM 4344/5344	Intercultural Communication	
Journalism:		
COMM DM 4644/56	Global Media: (Topic)	
French:		
FREN 3011/5011	Business French ^	
FREN 4014/5014	The World of French Business ^	
FREN 4021/5021	Special Topics in Language and Culture ^	
Spanish:		
SPAN 3020	Cultures and Civilization of Latin America ^	
SPAN 3023	Cultures and Civilization of Spain ^	

Economics: ^		
ECON 3249/5249	Economic Development ^	
History:		
HIST 4520/5520	Europe from World War I to the Present	
HIST 4660/5660	History of Imperial Russia	
HIST 4670/5670	History of Soviet Russia	
HIST 4675/5675	Great Power Diplomacy from the Congress of Vienna to the Present	
HIST 4680/5680	Military History from Napoleon to the Present	
HIST 4720/5720	Modern Latin American History	
HIST 4740/5740	Modern African History	
HIST 4840/5840	Mughals and Marauders; Merchants and Mahatmas: A History of South Asia since 1526 CE	
HIST 4860/5860	Modern Chinese History	
Geography:		
GEOG 4150/5150	Regional Geography: (Variable Topic)	
Sociology/Anthropology:		
ANTH 3001	Language and Culture ^	
Total hours ***		18

* POLSCI 1024 satisfies the Human Condition (Global) UNIFI/General Education requirement.

**This requirement may also be met by an internship approved by the School of Public Affairs and Service. Furthermore, students who have successfully completed four semesters at the college level of any foreign language, with at least a 2.00 GPA, or demonstrate an equivalent competency level can apply three credit hours toward the fulfillment of this requirement.

***No more than 9 hours of political science for this minor can also be counted toward a major in political science.

^ These courses have additional prerequisites as follows:

COMM DM 4644/5644 has prerequisite of CM CORE 1010.
FREN 3011/5011, FREN 4014/5014, and FREN 4021/5021 have prerequisite of FREN 3001/5001.
SPAN 3020 and SPAN 3023 have prerequisite of SPAN 3001 or SPAN 3050/5050.

ECON 1041 and ECON 1051 are prerequisites to all 100/2000/3000/4000-level economics courses.

ANTH 3001 has prerequisite of PSYCH 1001 or SOC 1000 or ANTH 1002. SOC 1000 satisfies the Human Condition (Domestic) UNIFI/General Education requirement. ANTH 1002 satisfies the Human Condition (Global) UNIFI/General Education requirement.

Note: Choice of courses and subsequent course prerequisites may increase the length of this program.

International Business Minor (for Business Majors or Non-Business Majors)

This minor is available to Business Majors and Non-Business Majors.

- International Business Minor (for Business Majors)
- International Business Minor (for Non-Business Majors)

International Business Minor (for Business Majors)

The interdepartmental minor in International Business is available to Wilson College of Business students. The International Business minor enhances the common body of knowledge gained through the business core by focusing on international trade and commerce issues/perspectives.

Required

International Business core

MKTG 3176/5176	Global Marketing	3
MGMT 3189/5189	International Management	3

World Affairs: 6

Select two of the following:

ECON 1001	Economics of Social Issues
GEOG 1110	Global Geography
HIST 1210	Making the Modern World
POLSCI 1025	Global Politics
POLSCI 1042	Becoming Global Citizens

International Electives: 6

Select two of the following:

BUSINESS 2100	Global Skills: (topic) (Or students may transfer in an approved 3 credit course taken abroad.)
ECON 3224/5224	International Trade and Financial Economics
ECON 3249/5249	Economic Development
FIN 3032	International Financial Management
MGMT 3167	Global Supply Chain Management
MKTG 3178/5178	Global Trade Practices
MGMT 3984/5984	Dynamics of Negotiations
POLSCI 3127	United States Foreign Policy

Total Hours 18

International Business Minor (for Non-Business Majors)

The interdepartmental minor in International Business (Non-Business Majors) is available to any non-business major. The purpose of this minor is to allow non-business majors to build a basic body of knowledge concerning business and business operations and

expand knowledge with respect to international business, trade, and commerce.

Required

World Affairs 3

Select one of the following:

Geography:	
GEOG 1110	Global Geography
Political Science:	
POLSCI 1024	International Relations

Business Core 15

Accounting:	
ACCT 2120	Principles of Financial Accounting

Marketing:	
MKTG 2110	Principles of Marketing

Management:	
MGMT 3100	Legal and Social Environment of Business
MGMT 3965/5965	Organizational Behavior

Economics:	
ECON 1031	Introduction to Business Economics

International Business core 9

Management:	
MGMT 3189/5189	International Management

International electives:
Select two from the following:

Marketing:	
MKTG 3163	Distribution and Logistics
MKTG 3176/5176	Global Marketing
MKTG 3178/5178	Global Trade Practices
MKTG 4595	Internship-Marketing *

International Experience 0

BUSINESS 3169	International Experience **

Total Hours 27

* International section only.

**This BUSINESS 3169 course requires the successful completion of an approved study abroad experience, or a departmental internship or cooperative education experience that includes a significant international component. Department internships or cooperative education credits that meet the requirements of the international experience can, by student request, be used to fulfill the elective requirement. This course may be substituted with any course involving collaboration on cross-border projects subject to approval of the Global Opportunities Coordinator.

Jazz Studies Minor

Jazz Studies Minor

Jazz Studies minors are not permitted to declare the Jazz Specialization C within the Music Education major.

Undergraduate Majors, Minors, and Certificates

Required		
Music, Organizations and Ensembles: MUS ENS xxxx (Jazz Bands and Combos)		6
Applied Music [MUS APPL xxxx, excluding MUS APPL 1Nxx courses]		4
Music Techniques:		
MUS TECH 1500	Instrumental Jazz Improvisation - Theory	1
or MUS TECH 3500/3550 Instrumental Jazz Improvisation - Theory		
MUS TECH 1530	Instrumental Jazz Improvisation I	1
or MUS TECH 3530/3550 Instrumental Jazz Improvisation I		
MUS TECH 1550	Instrumental Jazz Improvisation II	1
or MUS TECH 3550/3550 Instrumental Jazz Improvisation II		
Music Theory:		
MUS THEO 3270/5270	Jazz Arranging I	2
MUS THEO 3280/5280	Jazz Arranging II	2
MUS THEO 3320/5320	Jazz Composition Class	1
Music History and Musicology:		
MUS HIST 3600/5600	Jazz History and Styles	3
Total Hours		21

Departmental audition requirements apply to this minor.

Legal Studies Minor

Legal Studies Minor

The Legal Studies minor encourages students to study legal institutions, norms and traditions and to analyze how they interact with society, culture, economics, politics and policy. The program equips students with the ability to comprehend and critically evaluate written arguments, to make one's own arguments and support them with evidence and logical reasoning, and to communicate effectively, both orally and in writing.

Required:		
PHIL 3370	Philosophy of Law	3
POLSCI 2147	Law, Politics, and Society	3
Electives: choose one course from each of the following groups, plus two additional courses from any of the groups:		15
Elective Group 1: Foundation of Law and the American Legal System		
ENGLISH 1050	Law and Literature	
HIST 4110/5110	American Colonial History	
HIST 4440/5440	Kings, Heretics, Witches, and Revolutionaries: England to 1688	
PHIL 1030	Elementary Logic	
PHIL 3320	Political Philosophy	
POLSCI 3141	Constitutional Law	
Elective Group 2: Rights, Liberties and Justice		
COMM 4217/5217	Freedom of Speech	
COMM DM 4630/5630	Digital Media Law and Ethics	
CRIM 3225	Criminal Court System	

CRIM 3314	Ethics in Crime, Law and Justice	
CRIM 3500	Advanced Criminal Procedure	
CRIM 3700	Gendered Violence and the Legal Process	
POLSCI 3144	Civil Rights and Liberties	
RELS 3200	Religion and Law	
Elective Group 3: Law, Politics and Society		
CRIM 4253	Crime and Public Policy	
ECON 3231/5231	Law and Economics	
FAM SERV 3162/5162	Family Policy and Advocacy	
MGMT 3101	Business Law	
MGMT 3905/5905	Employment and Labor Law	
POLSCI 3146	Judicial Politics and Policy-making	
POLSCI 3143	International Law	
PSYCH 2302	Psychology and Law	
PHIL 1040	Justice and the Good Life: Philosophical Perspectives	
Total Hours		21

Note: Choice of courses and subsequent course prerequisites may increase the length of this program.

Note: Not more than nine (9) semester hours of political science for this minor can count toward a major in Political Science.

Literacy Education - Teaching Minor

Literacy Education - Teaching Minor

Required:		
Literacy Education:		4
LITED 4140/5140	Assessment and Evaluation of Literacy	
LITED 4193/5193	Experience in Literacy: Field	
Course work chosen for appropriate endorsement		21
Total Hours		25

Reading K-8 Endorsement

Literacy Education:		
LITED 1044	Children's Literature	3
LITED 3115	Methods of Teaching Early Literacy	3
LITED 3116	Methods of Teaching Content Literacy in the Intermediate Grades	3
or LITED 4117/5117		Methods of Teaching Content Literacy at the Middle and Secondary Levels
LITED 3119/5119	Language Development and Emergent Literacy	3
LITED 3121/5121	Children's Literature for Diversity and Social Justice	3

LITED 4147/5147	Advanced Literacy Practices	3
LITED 4192/5192	Experience in Literacy: Tutoring	3
Total Hours		21

Reading 5-12 Endorsement

Literacy Education:

LITED 3119/5119	Language Development and Emergent Literacy	3
or TESOL 4510/5510 Language Development		
LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	3
LITED 4147/5147	Advanced Literacy Practices	3
LITED 4192/5192	Experience in Literacy: Tutoring	3
Languages and Literatures/Linguistics:		
ENGLISH 2520	Multicultural Literature	3
or ENGLISH 2420 Survey of American Literature		
ENGLISH 3940/5940	Literature for Young Adults	3
ENGLISH 3920/5920	The Teaching of Writing	3
or TESOL 4120/5120 Introduction to Linguistics		
or TESOL 3110 The Structure of English		
Total Hours		21

English/Language Arts K-8 Endorsement

Literacy Education:

LITED 1044	Children's Literature	3
LITED 3115	Methods of Teaching Early Literacy	3
LITED 3116	Methods of Teaching Content Literacy in the Intermediate Grades	3
or LITED 4117/5117 Methods of Teaching Content Literacy at the Middle and Secondary Levels		
LITED 3119/5119	Language Development and Emergent Literacy	3
LITED 3121/5121	Children's Literature for Diversity and Social Justice	3
Languages and Literatures/Linguistics:		
ENGLISH 2520	Multicultural Literature	3
or ENGLISH 2420 Survey of American Literature		
or ENGLISH 3940/5940 Literature for Young Adults		
Theatre:		
THEATRE 1050	Creative Drama	3
or ELEMECML 4125 Methods of Teaching Health, Fitness, Visual and Performing Arts Integration in Elementary Classroom		
Total Hours		21

In order to declare the Literacy Education Minor, a student must have a cumulative and UNI GPA of 2.50 or higher. To continue in the minor, students must earn a C or above in minor courses numbered

LITED 3119/5119 Language Development and Emergent Literacy or above and maintain a cumulative and UNI GPA of 2.50 or higher.

Persons selecting this program are eligible for the State of Iowa Reading K-8, Reading 5-12, or English/Language Arts K-8 endorsement, depending on their choice of courses.

Manufacturing Technology Design Minor

Manufacturing Technology Design Minor

Available to all UNI majors except Manufacturing Technology majors.

Required:

Technology:		
TECH 1024	Engineering Design with CAD	3
TECH 2024	Technical Drawing with GD&T	3
TECH 3024/5024	Solid Modeling and Additive Manufacturing for Design	3
TECH 3135/5135	Product Design	3
Mathematics and Science:		
MATH 1150	Calculus for Technology	4
or MATH 1420 Calculus I		
CHEM 1020	Chemical Technology	4
or CHEM 1110 General Chemistry I		
PHYSICS 1511	General Physics I	4
or PHYSICS 1701 Physics I for Science and Engineering		
Total Hours		24

Marketing Minor

Marketing Minor

Required

Marketing:		
MKTG 2110	Principles of Marketing *	3
Economics:		
ECON 1031	Introduction to Business Economics	3
or ECON 1041 Principles of Macroeconomics		
Marketing electives - select four courses from the following:		12
MKTG 3113/5113	Consumer Behavior	
MKTG 3143	Advertising and Promotion	
MKTG 3146/5146	Digital Advertising	
MKTG 3148/5148	Digital Customer Experience	
MKTG 3153	Professional Selling	
MKTG 3154	Sales Management	
MKTG 3155	Business to Business Marketing	
MKTG 3156	Services Marketing	
MKTG 3163	Distribution and Logistics	
MKTG 3166	Retail Management	

Undergraduate Majors, Minors, and Certificates

MKTG 3173	Product Management	
MKTG 3176/5176	Global Marketing	
MKTG 3178/5178	Global Trade Practices	
ENTR 3583/5583	Entrepreneurship	
MKTG 3595	Value Based Pricing	
MKTG 4150	Advertising Campaign Development	
Business electives - select one course from the following:		3
Accounting:		
ACCT 2120	Principles of Financial Accounting	
Management:		
MGMT 3965/5965	Organizational Behavior	
Total Hours		21

* MKTG 2110 has prerequisite of either ECON 1031 or ECON 1041. ECON 1031 or ECON 1041 will satisfy the Quantitative Reasoning requirement of the UNIFI/General Education program.

This minor is only available to non-business majors.

Policies

Note: A copy of the Wilson College policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>. Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Marketing majors *may* declare a double major, double minor, and/or major and minor within the Wilson College of Business, subject to the regulations imposed by those Wilson College of Business departments affected. Marketing majors minoring within the Wilson College of Business must select minors designated for business majors. Marketing majors may not declare more than one emphasis in Marketing. Wilson College of Business students cannot minor in Marketing.

All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). In addition, a minimum of nine graded hours must be earned in 3000/4000-level UNI Marketing courses. A student must earn a 2.20 cumulative grade point average at UNI; and earn an overall 2.20 grade point average in business-designated courses taken at UNI.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These exceptions include major combinations which allow two double-counted courses:

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Marketing and Entrepreneurship Department may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or a second Wilson College of Business major is based on competitive GPA and space availability.

Materials Science and Technology Minor

Materials Science and Technology Minor

This is an interdisciplinary minor that is jointly offered by the Departments of Chemistry and Biochemistry, Physics, and Applied Engineering.

Materials science and the use of materials in technology requires the use of concepts from multiple disciplines. This interdisciplinary minor gives students the broad foundation they need to learn about the science of materials and an introduction to how these scientific principles are used in the development and application of materials in new technology. This minor is complementary preparation to a major in Chemistry and Biochemistry, Physics or Manufacturing Engineering Technology for students who are interested in working in industry or going on to advanced study in materials science.

Required:

Choose one of the following three options: ⁺ **5-8**

Option 1 Chemistry (8 hours)

CHEM 1110	General Chemistry I
CHEM 1120	General Chemistry II

OR

Option 2 Chemistry (5 hours)

CHEM 1130	General Chemistry I-II

OR

Option 3 Chemistry/Technology (7 hours)

CHEM 1020	Chemical Technology ^{&}
TECH 3127	Applied Thermodynamics ^{&}

Additional requirements (all three options)

Choose one of the following sets of Physics courses: **8**

PHYSICS 1511 & PHYSICS 1512	General Physics I and General Physics II

OR

PHYSICS 1701 & PHYSICS 1702	Physics I for Science and Engineering and Physics II for Science and Engineering

Additional required (all three options)

CHEM 4200/5200	Nanoscience [*]	3

or PHYSICS 4200/5200	Nanoscience	
TECH 2072	Engineering Materials	3
Electives (all three options) - choose one of the following:		3-4
Note: in order to earn the Materials Science and Technology minor, the elective course students take for the minor cannot be a required course for their primary major.		
CHEM 2110	Descriptive Inorganic Chemistry *	
CHEM 2320	Chemical Analysis #	
CHEM 4210/5210	Nanotechnology *	
or PHYSICS 4210/5210	Nanotechnology	
PHYSICS 4750/5750	Physics of Modern Materials #	
TECH 3132/5132	Metallurgy and Phase Transformation	
Total Hours		22-26

+ **There are additional prerequisite courses that must be taken along with the required courses in some options – choose the option that aligns with the courses for your major.**

Prerequisites for TECH 3127: TECH 1024; MATH 1150 or MATH 1420.

Prerequisite or corequisites for PHYSICS 1701: MATH 1420.

Prerequisite or corequisites for PHYSICS 1702: MATH 1421.

* Students who have declared a Materials Science and Technology Minor may take these courses after completing CHEM 1020 Chemical Technology and TECH 3127 Applied Thermodynamics in place of the usual CHEM 1120 General Chemistry II prerequisite.

& These courses are taken by students in the Manufacturing Engineering Technology major.

Prerequisite for CHEM 2320: CHEM 1120 or CHEM 1130.
Prerequisite for PHYSICS 4750/5750: PHYSICS 4100/5100 and PHYSICS 4110/5110.

Mathematics Minor

Mathematics Minor

Required

Mathematics:		11
MATH 1420	Calculus I *	
MATH 1421	Calculus II	
MATH 2500	Linear Algebra for Applications	

Electives 12

Mathematics:		
ACT SCI 4739/5739	Topics in Actuarial Science	
MATH 2422	Calculus III	
MATH 2900	Discrete and Argumentative Mathematics	
MATH 3410/5410	Dynamical Systems: Chaos Theory and Fractals	

MATH 3425/5425	Differential Equations
MATH 3430/5430	Partial Differential Equations
MATH 3440/5440	Numerical Analysis
MATH 3530	Combinatorics
MATH 3600	Euclidean Geometry
MATH 3610/5610	Modern Geometries
MATH 3630/5630	Differential Geometry
MATH 3640/5640	History of Mathematics
MATH 3751	Probability and Statistics
MATH/STAT 3752	Introduction to Probability
MATH 4420/5420	Advanced Calculus I
MATH 4421/5421	Advanced Calculus II
MATH 4460/5460	Introduction to Complex Analysis
MATH 4500/5500	Modern Algebra I
MATH 4501/5501	Modern Algebra II
MATH 4510/5510	Elementary Number Theory
MATH 4615/5615	Geometric Transformations
MATH 4641/5641	Topology I
STAT 3775/5775	Introduction to Mathematical Statistics
STAT 3776/5776	Regression Analysis
STAT 4777/5777	Statistical Quality Assurance Methods
STAT 4779/5779	Applied Multivariate Statistical Analysis

Total Hours 23

* MATH 1420 has prerequisite of satisfactory score on mathematics placement exam or subsequent remediation.

Policies

Notes:

1. A student majoring or minoring in mathematics, who has a grade point average of less than 2.25 in all departmental courses used for that major or minor may not apply a departmental course in which a grade of less than C- is earned to her/his major or minor.
2. A student with a major within the Department of Mathematics may declare a second major and/or a certificate within the Department. Interested students should work closely with an advisor.
3. The declaration of both a major and a minor with the Department of Mathematics is limited to the following. Interested students should work closely with an advisor.

- A student with any Mathematics major may declare the interdisciplinary Data Science Minor.
- A student with the Mathematics Major or the Mathematics-Teaching Major may declare the Statistics emphasis of the Statistics and Actuarial Science Minor.

Mathematics - Teaching Minor

Mathematics - Teaching Minor

This minor leads to endorsement #143: 5-12 Mathematics. Students must also complete all requirements for a secondary teaching major, including student teaching.

Required

Mathematics Core:		
STAT 1772	Introduction to Statistical Methods *	3
MATH 1420	Calculus I *	4
MATH 1421	Calculus II	4
MATH 2500	Linear Algebra for Applications	3
Mathematics Teaching Core:		
MATH 2900	Discrete and Argumentative Mathematics	3
MATH 3600	Euclidean Geometry	3
Electives (choose ONE of the following):		3-4
MATH 2422	Calculus III	
MATH 3750	Statistics and Data Science for Secondary Teachers	
MATH 3530	Combinatorics	
MATH 4500/5500	Modern Algebra I	
MATH 4510/5510	Elementary Number Theory	
Computer Programming (select ONE of the following):		3-4
CS ED 1320	Fundamentals of Programming	
CS 1120	Media Computation	
CS 1160	C/C++ Programming	
CS 1510	Introduction to Computing	
Professional Experiences:		
EDUC 3543/5543	Teaching Methods II: Secondary Mathematics **	3
EDUC 3643/5643	Teaching Internship II: Secondary Mathematics **	3
Total Hours		32-34

* STAT 1772 has prerequisite of satisfactory score on ALEKS exam.
MATH 1420 has prerequisite of satisfactory score on mathematics placement exam or subsequent remediation.

**Prerequisites are waived for non Math-Teaching majors.

Notes: For departmental approval to student teach, a student in the program must satisfy the University requirements to student teach and the following specific departmental requirements:

1) Must earn a C– or better in MATH 1420, MATH 1421, MATH 2500, MATH 2900, MATH 3600, MATH 4500/5500, and STAT 1772 or STAT 1774 or MATH 3751.

2) Must complete all of the courses in the minor with a minor grade point average of 2.50 or higher

Policies

Notes:

1. A student majoring or minoring in mathematics, who has a grade point average of less than 2.25 in all departmental courses used for that major or minor may not apply a departmental course in which a grade of less than C- is earned to her/his major or minor.
2. A student with a major within the Department of Mathematics may declare a second major and/or a certificate within the Department. Interested students should work closely with an advisor.
3. The declaration of both a major and a minor with the Department of Mathematics is limited to the following. Interested students should work closely with an advisor.
 - A student with any Mathematics major may declare the interdisciplinary Data Science Minor.
 - A student with the Mathematics Major or the Mathematics-Teaching Major may declare the Statistics emphasis of the Statistics and Actuarial Science Minor.

Mathematics (K-8) - Teaching Minor

Mathematics (K-8) - Teaching Minor

This minor leads to endorsements #142: K-8 Mathematics and #1421 5-8 Algebra.

Required

Mathematics:		
MATH 1204	Mathematical Reasoning	3
MATH 2204	Mathematical Reasoning for Elementary Teachers II	3
MATH 3204	Mathematical Reasoning for Elementary Teachers III	3
MATH 3211	Algebra	3
MATH 3212	Introduction to Geometry and Measurement for K-8 Teachers	3
MATH 3213	Topics in Mathematics for Grades K-8	3
MATH 3214	Problem Solving in Mathematics for K-8 Teachers	3
Computer Science:		
CS ED 1310	Programming Environments for Elementary Education	3
Total Hours		24

Policies

Notes:

1. A student majoring or minoring in mathematics, who has a grade point average of less than 2.25 in all departmental courses used for that major or minor may not apply a departmental course in which a grade of less than C- is earned to her/his major or minor.
2. A student with a major within the Department of Mathematics may declare a second major and/or a certificate within the Department. Interested students should work closely with an advisor.

3. The declaration of both a major and a minor with the Department of Mathematics is limited to the following. Interested students should work closely with an advisor.

- A student with any Mathematics major may declare the interdisciplinary Data Science Minor.
- A student with the Mathematics Major or the Mathematics-Teaching Major may declare the Statistics emphasis of the Statistics and Actuarial Science Minor.

Mental Health Minor

The mental health field is quite interdisciplinary, served by a number of different professionals, and mental health issues arise across an array of settings. The Mental Health Minor serves the following purposes: 1) fosters interdisciplinary exposure to mental health issues, 2) provides broad preparation for those who may directly or peripherally work with mental health issues, and 3) presents different approaches to conceptualization and intervention of mental health issues.

For completion of the Mental Health Minor, the student must pass (C- or higher) 2 required courses and 4 elective courses for a total of 18 hours.

Required:

PSYCH 1001	Introduction to Psychology	3
FAM SERV 1020	Family Relationships	3
Electives: ***		12

COUN 4100	Introduction to Professional Counseling	
CRIM 3228	Mental Health and the Criminal Justice System	
CRIM 4216	Correctional Treatment: Theory and Practice	
EDPSYCH 4118/5118	Mental Health and Well-Being in the Classroom	
FAM SERV 3145/5145	Violence in Intimate Relationships	
FAM SERV 3160/5160	Prevention and Early Intervention Skills **	
FAM SERV 3161/5161	Families, Alzheimer's, and Related Dementias	
FAM SERV 3162/5162	Family Policy and Advocacy	
PH 2620	Stress and Coping	
PSYCH 2401	Clinical Psychology	
PSYCH 2403	The Science and Experience of Human Flourishing	
PSYCH 3403/5403	Abnormal Psychology	
PSYCH 3603/5603	Child and Adolescent Psychopathology *	
SOC 3086/5086	Medical Sociology	
SOC 3087/5087	Society and Mental Illness	
SOC 4016/5016	Violence & Health Across the Life Course	
SOC 4017/5017	Health Disparities in Social Context	

SW 1001	Introduction to Social Work and Social Services
SW 3143	Self-Care and Stress Management in Helping Professions
SW 4171/5171	Addictions Treatment
SW 3175	Child Welfare Policy and Practice
Total Hours	18

* Similar child development courses could be substituted for PSYCH 3603/5603 prerequisite with consent of the instructor.

** Prerequisites for FAM SERV 3160/5160 may be waived with consent of instructor.

*** Approved and relevant mental health placements in PSYCH 3179 Cooperative Education may be accepted as an elective in the minor. Students should file an Academic Student Request form, available on the Registrar's site.

Policies

PSYCH 1001 Introduction to Psychology is a prerequisite for most other psychology courses, and must be taken by all psychology majors and minors. It also counts as a UNIFI/General Education requirement.

Only courses with an earned grade of at least a C- will count toward major, minors, and program certificates.

It is possible for psychology majors to graduate with departmental honors provided they have an overall GPA of at least 3.00, a psychology GPA of at least 3.50, and complete a research project deemed worthy of honors by the department. Generally such a project is done in the context of 3 hours of PSYCH 4705/5705 Research Experience in Psychology.

Metal Casting Minor

Math and Science:

CHEM 1110	General Chemistry I	4
PHYSICS 1511	General Physics I	4
or PHYSICS 1701	Physics I for Science and Engineering	
MATH 1150	Calculus for Technology	4
or MATH 1420	Calculus I	

Technology:

TECH 1008	Basic Manufacturing Processes	3
TECH 1024	Engineering Design with CAD	3
TECH 2072	Engineering Materials	3
TECH 3192/5192	Non-Destructive Evaluation of Materials/Scanning Electron Microscopy	3
TECH 3136	Principles of Metal Casting	3
TECH 3196	Industrial Safety	3
TECH 4137	Tooling Practices in Metal Casting	3

Undergraduate Majors, Minors, and Certificates

TECH 4198	Independent Study (Or TECH 3179 Co-op/Internship)	6
Total Hours		39

Music Minor

Music Minor

Required		
Music:		
MUSIC 1100	Soundscapes: Music in Culture	3
Music, Organizations and Ensembles (MUS ENS xxxx):		2
Applied Music [MUS APPL xxxx, excluding MUS APPL 1Nxx courses]		4
Music Theory:		
MUS THEO 1110	Theory I	2
MUS THEO 1120	Theory II	2
MUS THEO 1130	Musicianship Lab I	1
MUS THEO 1140	Musicianship Lab II	1
Electives in music: (MUS TECH xxxx, MUS ED xxxx, MUS THEO xxxx, MUS HIST xxxx, MUS LIT xxxx)		7
Total Hours		22

Departmental audition requirements apply to this minor.

Nanoscience and Nanotechnology Minor

Nanoscience and Nanotechnology Minor

Required		
Chemistry and Biochemistry:		5-8
Select one of the following:		
CHEM 1110 & CHEM 1120	General Chemistry I and General Chemistry II	
CHEM 1130	General Chemistry I-II	
Physics:		
PHYSICS 1511 or PHYSICS 1701	General Physics I Physics I for Science and Engineering	4
PHYSICS 1512 or PHYSICS 1702	General Physics II Physics II for Science and Engineering	4
PHYSICS 4200/5200 or CHEM 4200/5200	Nanoscience Nanoscience	3
PHYSICS 4210/5210 or CHEM 4210/5210	Nanotechnology Nanotechnology	3
Total Hours		19-22

Organizational Leadership Minor

Organizational Leadership Minor

This minor is intended for Wilson College of Business students who would like to supplement the specialized education of their major with an intensive program that develops the thinking, communication, and interpersonal skills they need to be successful as managers and leaders during their careers. Program enrollment is limited to students with a Wilson College of Business major other than Management.

Required		
Management:		
MGMT 3155	Human Resource Management	3
MGMT 3183	Leadership Skills	3
MGMT 3974/5974	Ethics, Responsible AI, and Business	3
MGMT 3984/5984	Dynamics of Negotiations	3
Total Hours		12

Note: Management majors with an Organizational Leadership track are allowed to double major with the Human Resource Management major by taking five additional classes (i.e., only one class is allowed to double count for both majors), including ENTR 3583/5583. Management: Business Administration emphasis is excluded from this option. Also, a student majoring in Human Resource Management can minor in Organizational Leadership.

Policies

Note: A copy of the Wilson College Policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>.

Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Management, MIS, Business Analytics, Human Resource Management, and Supply Chain Management majors may declare a double major and/or major and minor within the Wilson College of Business, subject to regulations imposed by those Wilson College of Business departments affected. Management majors may not major in Human Resource Management or minor in Organizational Leadership. No more than one emphasis area may be declared in Management.

All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). A student must earn a 2.20 cumulative grade point average at UNI; and earn an overall 2.20 grade point average in business designated courses taken at UNI.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These

exceptions include major combinations which allow two double-counted courses:

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Management Department may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or a second Wilson College of Business major is based on competitive GPA and space availability.

Outdoor Education and Leadership Minor

Outdoor Education and Leadership Minor

The Outdoor Education and Leadership minor is tailored for students who want to guide and inspire others through meaningful outdoor experiences. This program equips students with practical skills in outdoor recreation, interpretation, and experiential education, preparing them to lead adventures, teach in nature-based settings, and connect people to the outdoors through hands-on learning. Opportunities within this minor include activities such as rock climbing, canoeing, adventure facilitation, peer-led excursions, community programs, and youth outreach. Students with an interest in interpretation and environmental education will also be prepared for roles in nature centers, visitor centers, and state or national parks. These roles may involve leading guided hikes and designing programs that engage diverse audiences with local ecosystems and conservation efforts. This minor complements a wide range of majors by offering an applied learning environment where students develop key skills such as leadership, teamwork, communication, risk management, and sound decision-making.

Required		
RTNL 2140	Foundations of Outdoor Recreation	3
RTNL 2160	Inclusive Recreation: Pathways to Participation	3
RTNL 4553/5553	Principles and Practice of Adventure Programming	3
Choose 9 credits of the following		9
RTNL 1A03 Backpacking		
RTNL 1A39 Canoeing		
RTNL 1A66 Skin and Scuba		
RTNL 1A70 Rock Climbing		
RTNL 1B19 Winter Skills		
RTNL 1B21 Bike Conditioning		
MIL SCI 1095	Military Survival Skills	
KINES 2020	First Aid and CPR	

RTNL 4552/5552	Outdoor Education and Leadership	
RTNL 4557	Field Experience in Adventure Facilitation *	
RTNL 4290/5290	Recreation, Tourism and Nonprofit Leadership Field Experience	
RTNL 4556/5556	Outdoor Recreation History Ethics and Emerging Trends	
EARTHSCI 1100	Astronomy	
EARTHSCI 1300	Introduction to Geology	
EARTHSCI 1400	Introduction to Environmental Earth Science	
BIOL 3109/5109	Plants of North America *	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
AT 1018	Prevention and Care of Athletic Injuries *	
AT 1019	Prevention and Care Laboratory *	
Total Hours		18

- * RTNL 4557 has a prerequisite of RTNL 2140; RTNL 4552/5552; junior standing; instructor consent.
 BIOL 3109/5109 has a prerequisite of BIOL 2051; junior standing.
 AT 1018 has a prerequisite of KINES 2050 or AT 3020.
 AT 1019 has a corequisite of AT 1018.

Philosophy Minor

Philosophy Minor

Philosophy:		
PHIL 1040	Justice and the Good Life: Philosophical Perspectives	3
One course in the history of philosophy:		3
PHIL 2210	Dawn of Western Thought: Ancient Philosophy	
PHIL/RELS 2220	Faith and Reason: Philosophy in the Middle Ages	
PHIL 2230	The Age of Reason: Philosophy in the Renaissance and Enlightenment	
PHIL 2240	The Limits of Reason: Modern Philosophy	
Electives: 12 hours of PHIL xxxx courses		12
Total Hours		18

Physics Minor

Physics Minor

Required	
Physics:	
Select one of the following:	8

Undergraduate Majors, Minors, and Certificates

PHYSICS 1511 & PHYSICS 1512	General Physics I and General Physics II (required)	
PHYSICS 1701 & PHYSICS 1702	Physics I for Science and Engineering and Physics II for Science and Engineering (required)	
Electives:		12
Physics:		
3000-level electives in Physics, with no more than 3 hours earned in the following: *		
PHYSICS 3000	Undergraduate Research in Physics (and/or)	
PHYSICS 4450/5450 Laboratory Projects		
Total Hours		20

* See course descriptions to reference 4-digit numbers associated with these 3000-level courses.

Political Science Minor
Political Science Minor

Required		
Political Science:		
POLSCI 1070	Democracy	3
POLSCI 1014	Power & Politics in the U.S.	3
POLSCI 1025	Global Politics	3
POLSCI 2050	Introduction to Political Theory: Freedom, Justice and Power	3
POLSCI 2010	Analyzing Politics	3
Electives in political science		3
Total Hours		18

* POLSCI 1014 satisfies the Human Condition (Domestic) UNIFI/General Education requirement. POLSCI 1024 satisfies the Human Condition (Global) UNIFI/General Education requirement.

Note: Not more than 9 semester hours of political science taken within the International Affairs minor or Legal Studies minor may also be counted for credit on a political science major or minor.

Product Innovation Minor
Product Innovation Minor

The Product Innovation minor provides students with the fundamentals of design thinking and human-centered, circular design that can form the creative basis for product design and development. It also addresses the influences of contextual factors on the creative process, development and branding of everyday products.

The Product Innovation minor pairs well with majors in field such as Business, Design, Health, and Technology.

Required		
Design:		

INTDSGN 1001	Introduction to Applied Design	3
PRODINNO 1000	People, Culture, and Industry	3
Electives from the following:		12
PRODINNO 2000	Quality Assurance	
PRODINNO 3000	Branding Strategies for the Industry	
PRODINNO 4000	Product Development	
PRODINNO 4184/5184	Topics in Product Innovation	
Total Hours		18

Psychology Minor
Psychology Minor

Required		
Psychology:		
PSYCH 1001	Introduction to Psychology	3
PSYCH 3002	Research Methods *	4
Electives in psychology		18
Total Hours		25

* The following courses are accepted as substitutes for PSYCH 3002 for majors within the College of Social and Behavioral Sciences: FAM SERV 2030, SOC 2010, SW 3185.

Policies

PSYCH 1001 Introduction to Psychology is a prerequisite for most other psychology courses, and must be taken by all psychology majors and minors. It also counts as a UNIFI/General Education requirement.

Only courses with an earned grade of at least a C- will count toward major, minors, and program certificates.

It is possible for psychology majors to graduate with departmental honors provided they have an overall GPA of at least 3.00, a psychology GPA of at least 3.50, and complete a research project deemed worthy of honors by the department. Generally such a project is done in the context of 3 hours of PSYCH 4705/5705 Research Experience in Psychology.

Public Administration Minor
Public Administration Minor

Required:		
POLSCI 1014	Power & Politics in the U.S. *	3
POLSCI 1048	Introduction to Public Administration	3
POLSCI 3153	Leadership and Management in Public Service	3
POLSCI 3172	Public Budgeting	3
POLSCI 4173	Politics and Public Policy	3
POLSCI 3111	Politics and Statistics	3
or SOC SCI 2020	Social Sciences Statistics	
Select One of the Following:		3
POLSCI 2131	American State Politics	
POLSCI 3132	Community Politics	

POLSCI 4130/5130 Iowa Politics

Total Hours	21

Not more than nine (9) semester hours of political science for this minor can count toward a major in Political Science.

* POLSCI 1014 satisfies Category 5B of the Liberal Arts Core and the Human Condition: Domestic UNIFI requirement.

Public Health Minor

Public Health Minor

Required:

Public Health:

PH 1101	Introduction to Public Health	3
PH 2100	Behavior Change for Health Promotion	3
PH 2130	Epidemiology of Human Diseases	3
PH 3310/5310	Health Policy and Advocacy	3
PH 3330	Health of Vulnerable Populations	3
or PH 3340	International Health	
PH 3710	Environmental Health Science	3

Total Hours	18

Public History Minor

Public History Minor

Required:

History:

HIST 1010	Introduction to Historical Skills	3
HIST 4010/5010	Introduction to Public History	3
Two history or related courses at the 3000-level or above		6
Complete 6 hours from the following		6
HIST 3179 Cooperative Education		
HIST 4030/5030	Internship in Historical Studies	
HIST 4035	External Museums Internship in History	

Total Hours	18

Real Estate Minor (for Business Majors or Non-Business Majors)

This minor is available to Business Majors and Non-Business Majors.

- Real Estate Minor (for Business Majors)
- Real Estate Minor (for Non-Business Majors)

Real Estate Minor (for Business Majors)

Required

Finance:

FIN 3110	Principles of Real Estate	3
FIN 3115	Real Estate Law and Brokerage	3
FIN 3120	Real Estate Appraisal and Investment	3
FIN 3125	Real Estate Finance	3

Electives from the following 3

Marketing:

MKTG 3113/5113	Consumer Behavior
MKTG 3153	Professional Selling
MKTG 3156	Services Marketing

Finance:

FIN 3170	Commercial Bank Management

Construction Management:

CONSTR 1000	Fundamentals of Construction Management Materials & Methods

Economics:

ECON 3253/5253	Urban and Regional Economics

Geography:

GEOG 2120	North American Cities
GEOG 4170/5170	Climate Action Planning

Total Hours	15

Real Estate Minor (for Non-Business Majors)

Required

Finance:

FIN 3110	Principles of Real Estate	3
FIN 3115	Real Estate Law and Brokerage	3
FIN 3120	Real Estate Appraisal and Investment	3

Marketing:

MKTG 2110	Principles of Marketing *	3

Electives from the following 3

Marketing:

MKTG 3113/5113	Consumer Behavior
MKTG 3153	Professional Selling
MKTG 3156	Services Marketing

Finance:

FIN 3125	Real Estate Finance **
FIN 3130	Corporate Finance **
FIN 3170	Commercial Bank Management **

Construction Management:

Undergraduate Majors, Minors, and Certificates

CONSTR 1000	Fundamentals of Construction Management Materials & Methods
Economics:	
ECON 3253/5253	Urban and Regional Economics **
Geography:	
GEOG 2120	North American Cities
GEOG 4170/5170	Climate Action Planning **
Total Hours	15

* In addition to the required 15 hours, MKTG 2110 has a prerequisite of either ECON 1031 or ECON 1041. ECON 1031 or ECON 1041 will satisfy the Quantitative Reasoning requirement of the UNIFI/General Education program.

**FIN 3125, FIN 3130, FIN 3170, ECON 3253/5253, and GEOG 4170/5170 have additional prerequisites.

Policies

Note: A copy of the Wilson College policies may be obtained at <https://business.uni.edu/students/advising/uni-college-business-policies>. Enrollment in upper division (3000/4000-level) business courses requires satisfactory completion of the Wilson College of Business admission requirements and any course prerequisites.

Finance and Real Estate majors *may* declare a double major, and/or major and minor within the Wilson College of Business, subject to the approval of the other Wilson College of Business departments involved. Finance and Real Estate majors minoring within the Wilson College of Business must select minors designated for business majors. Finance majors cannot minor in Finance, and Real Estate majors cannot minor in Real Estate. However, Finance majors may double major or minor in Real Estate, and Real Estate majors may double major in Finance or minor in Finance. Also, not more than one emphasis area may be declared in Finance.

All students majoring in business must complete 50% of their major coursework in the Wilson College of Business at UNI. Major coursework would include any undergraduate, credit-bearing, graded course taught in the Wilson College of Business at UNI. Business courses taken at UNI as credit/no credit do not qualify. A minimum of 10 credits must be upper division (3000-4000 level courses). A student must earn a 2.20 cumulative grade point average at UNI; and must earn an overall 2.20 grade point average in business designated courses taken at UNI.

The Wilson College of Business limits the number of courses that can be counted towards major specific requirements across the College. The College will allow students to double count one major specific course between majors, with the following exceptions. These exceptions include major combinations which allow two double-counted courses:

- MIS/Business Analytics
- Real Estate/Finance: Financial Management or Investments
- Business Analytics/Economics: Business Economics

This guideline is not applicable to the business core. There are no limitations to the number of courses that can be double-counted towards minors and/or certificates within the College.

The Finance Department may impose additional admission requirements for students wishing to declare a minor or a second Wilson College of Business major. Eligibility to declare a minor or a second Wilson College of Business major is based on competitive GPA and space availability.

Recreation, Tourism, and Nonprofit Leadership Minor

Required:

Select six (6) credit hours from the following:		6
RTNL 2110	Introduction to RTNL: Programs, Services and Facilities	
RTNL 2120	Foundations of Tourism	
RTNL 2130	Foundations of the Nonprofit Sector	
RTNL 2140	Foundations of Outdoor Recreation	
RTNL 2150	Foundations of Youth Work	
RTNL 2160	Inclusive Recreation: Pathways to Participation	
RTNL 2210	Nonprofit Leadership Practicum, Level I	
Select six (6) credit hours from the following:*		6
RTNL 3110	Management and Human Resources in Recreation, Tourism and Nonprofit Leadership	
RTNL 3120	Programming for Recreation, Tourism and Nonprofit Leadership	
RTNL 3130	Marketing in Recreation, Tourism and Nonprofit Leadership	
RTNL 3777/5777	Special Events Management	
RTNL 3778/5778	Community Based Tourism	
Select six (6) credit hours from the following:*		6
RTNL 3340	Prevention & Intervention Programs in Youth Work	
RTNL 4210/5210	Nonprofit Leadership Practicum, Level II	
RTNL 4310/5310	Areas and Facilities in Recreation, Tourism and Nonprofit Leadership	
RTNL 4320	Financial Resource Management in Recreation, Tourism and Nonprofit Leadership	

RTNL 4330/5330	Research and Evaluation in Recreation, Tourism and Nonprofit Leadership	
RTNL 4552/5552	Outdoor Education and Leadership	
RTNL 4553/5553	Principles and Practice of Adventure Programming	
RTNL 4554/5554	Managing Recreation Impacts on the Natural Environment	
RTNL 4556/5556	Outdoor Recreation History Ethics and Emerging Trends	
RTNL 4776/5776	Eco, Adventure and Sport Tourism	
RTNL 4779/5779	Community Planning Workshop	
Total Hours		18

* Prerequisites waived for non-Recreation, Tourism and Nonprofit Leadership majors.

Policies

Major Requirements

The following criteria shall be used to determine student eligibility for the Recreation, Tourism and Nonprofit Leadership major:

1. 2.00 or above cumulative UNI GPA.
2. A grade of C (2.00) or higher in all courses applied to the major. If the student earns less than a C in a major course, s(he) must retake the course within two semesters in order to apply it to the major.

In order to remain in good academic standing, students must maintain a cumulative major GPA of 2.50 or above. Students whose GPAs fall below 2.50 will have one semester in which to raise grades to the required level. If they are unable to do so, they must retake the course or courses that caused the GPA to fall below 2.50, and they will be administratively dropped from any other major courses for which they have registered.

In order to be eligible for internship and graduation, students must:

1. Meet the academic criteria above.
2. Complete a minimum of 500 Professional Experience hours in Recreation, Tourism and Nonprofit Leadership settings.
3. Hold or obtain current certification in American Red Cross CPR PRO (Professional Rescuer), American Red Cross AED (Automatic External Defibrillation), American Red Cross First Aid, American Red Cross PDT (Prevention of Disease Transmission), and Child/Dependent Adult Abuse Mandatory Reporter Training.

Minor Requirements

Admission to the Recreation, Tourism and Nonprofit Leadership minor requires students to have a cumulative UNI GPA of 2.00. To graduate with a minor in Recreation, Tourism and Nonprofit Leadership, students must have a minor GPA of 2.50, with a grade of C (2.00) or higher in all courses applied to the minor. Students must officially declare the minor.

Religious Studies Minor

Select one of the following:	3
RELS 1020	Religions of the World
RELS 1040	The Power of Myth: (Topic)
RELS 1060	American Religious Diversity
Electives: 12 hours of RELS xxxx courses	12
Total Hours	15

School Health Education - Teaching Minor

School Health Education - Teaching Minor

Current First Aid and CPR certification is required of all minors prior to student teaching.

Completion of the Health Education Minor qualifies the student to be recommended for endorsement 137 K-8 Health and endorsement 138 5-12 Health. This minor is available to teaching majors only.

Required:

FAM SERV 1057	Human Relationships and Sexuality	3
PH 1101	Introduction to Public Health	3
PH 2620	Stress and Coping	3
or EDPSYCH 4118/5	Mental Health and Well-Being in the Classroom	
KAHHS 1020	Dimensions of Wellbeing Lecture	1-3
or KAHHS 1030	Dimensions of Wellbeing Lab	
or PH 3670	Health Care and the Consumer	
KINES 2053	Physical Activity and Nutrition	3
or PH 1410	Basic Nutrition	
KINES 3230	Drug Prevention Education for School Health Educators	3

Teaching Methods:

KINES 3245	Health Education Methods and Curriculum	3

Electives: 5-7

EDPSYCH 2030	Dynamics of Human Development	
FAM SERV 1010	Human Identity and Relationships	
KINES 2019	First Aid and CPR for Physical Educators	
KINES 2050	Anatomy and Physiology of Human Movement	
KINES 3151	Biomechanics	
KINES 3153	Exercise Physiology	
KINES 4152	Adapted Physical Education	

Total Hours	24-28

Social and Emotional Learning Minor

Social and Emotional Learning Minor

The Social & Emotional Learning Minor is composed of 21-24 credits of course work and 3 workshops which are embedded into the EMECML 3186 seminar. The goal of the minor program is to support elementary and secondary educators becoming leaders in their schools and communities in the area of Social & Emotional Learning (SEL). Early Childhood majors should work with a CATS advisor if interested in this minor. Students who complete this minor will have a deeper understanding of how to create safe spaces for all students, promote empathy, engage in and teach well-being practices, support student self-awareness, and facilitate shared decision-making.

Elementary Education Majors:

Required:

ELEMECML 3120	Classroom Management K-8	3
ELEMECML 4125/5125	Methods of Teaching Health, Fitness, Visual and Performing Arts Integration in Elementary Classroom	3
ELEMECML 4150	Elementary Curriculum	3
EDPSYCH 2030	Dynamics of Human Development	3
or EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
or PSYCH 2202	Developmental Psychology	
TEACHING 4170/5170	Human Relations: Awareness and Application	3
or TEACHING 3177	Collaborative Partnerships for Educators	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3
ELEMECML 3186: The Science & Practice of Well-Being: Mindfulness, Compassion, & Joy for Teachers		3
Elective (select one of the following):		3
SOC 1000	Introduction to Sociology	
FAM SERV 1010	Human Identity and Relationships	
EDPSYCH 4118/5118	Mental Health and Well-Being in the Classroom	
EDPSYCH 4157/5157	Interpersonal Forgiveness	
EDPSYCH 4232/5232	Risk and Resilience: Child, Family, School and Community Factors	
PSYCH 2203	Social Psychology *	
PHIL 3360	Character, Wisdom, and Mind: Philosophical Perspectives	
SOC 2075	The Self in Social Context *	
SW 3143	Self-Care and Stress Management in Helping Professions	

SPIE 4161/5161	Constructions of Behavior and Humanistic Supports *	
Total Hours		24
Secondary Education Majors:		
Required:		
EDPSYCH 2030	Dynamics of Human Development	3
or EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
or PSYCH 2202	Developmental Psychology	
TEACHING 4170/5170	Human Relations: Awareness and Application	3
or TEACHING 3177	Collaborative Partnerships for Educators	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3
ELEMECML 3186: The Science & Practice of Well-Being: Mindfulness, Compassion, & Joy for Teachers		3
Electives (select three of the following):		9
SOC 1000	Introduction to Sociology	
FAM SERV 1010	Human Identity and Relationships	
EDPSYCH 4118/5118	Mental Health and Well-Being in the Classroom	
EDPSYCH 4157/5157	Interpersonal Forgiveness	
EDPSYCH 4232/5232	Risk and Resilience: Child, Family, School and Community Factors	
PSYCH 2203	Social Psychology *	
PHIL 3360	Character, Wisdom, and Mind: Philosophical Perspectives	
SOC 2075	The Self in Social Context *	
SW 3143	Self-Care and Stress Management in Helping Professions	
SPIE 4161/5161	Constructions of Behavior and Humanistic Supports *	
Total Hours		21

* The following courses have prerequisites:
 PSYCH 2203 has a prerequisite of PSYCH 1001.
 SOC 2075 has a prerequisite of SOC 1000 or SOC 1060.
 SPIE 4161/5161 has a prerequisite of SPIE 3150 and a corequisite of SPIE 4162/5162 and SPIE 4163/5163 and a prerequisite or corequisite of SPIE 4150/5150.

Social Justice Minor

Social Justice Minor

Required:

SOC 1000	Introduction to Sociology	3
or SOC 1060	Social Problems	
SOC 4053	Social Justice Seminar *	3
Electives in Sociology:		9
SOC 1070	Introduction to Human Rights	

SOC 2040	Social Movements
SOC 3037	Race, Ethnicity and Social Justice
SOC 3045/5045	Social Inequality
SOC 3060/5060	Sociology of Culture
SOC/ANTH 3080	Immigration and Transnationalism
SOC 3086/5086	Medical Sociology
SOC 3087/5087	Society and Mental Illness
SOC 4005/5005	Refugees and Humanitarianism
SOC 4010/5010	Sociology of Gender
SOC 4052/5052	Childhood Inequalities

Electives: 2 classes in one of the following Focus Areas: 6

Focus Area 1: Intersectionalities of Race, Class, Gender and Sexualities

COMM 4346/5346	Gender Issues in Communication
CRIM 4331/5331	Women, Crime and Society
HIST 4260/5260	United States Women's History
HIST 4690/5690	Modern European Women's History
POLSCI 4175/5175	Women in Politics
SW 2045/ SOC SCI 1045	American Racial and Minoritized Populations
WGS 1040	Women's and Gender Studies: Introduction
WGS 2040	Introduction to LGBTQ Studies

Focus Area 2: Social Inequality, Power and Privilege

CRIM 2022	Criminal Justice System
HIST 4280/5280	The American Radical Tradition
PH 3330	Health of Vulnerable Populations
POLSCI 2050	Introduction to Political Theory: Freedom, Justice and Power
POLSCI 3132	Community Politics
POLSCI 3144	Civil Rights and Liberties
SW 4163	Diversity and Difference

Focus Area 3: Global Connections & Culture

ANTH 3001	Language and Culture
ANTH 3010	Climate Change, Human Migration and Conflict
COMM 4446/5446	Voices from the Margin: Performance, Rhetoric, and Social Change
GEOG 2210	Modern Climate Change: Evidence and Predictions
HIST 4170/5170	U.S. Environmental History
PH 3340	International Health
PHIL/RELS 1540	Ethics in Business
PHIL/RELS 2550	Environmental Ethics

POLSCI 3125	Politics of International Development

Total Hours 21

* SOC 4053 has a prerequisite of SOC 1000 or SOC 1060; 6 hours from the following: SOC 3037, SOC 3060/5060, SOC 3080/5080, SOC 3086/5086, SOC 4010/5010, or consent of instructor.

Social Studies Minor (K-8) - Teaching

Social Studies (K-8) - Teaching Minor

This minor leads to endorsement #164: K-8 Social Studies.

Required:

EDUC 3524/5524	Teaching Methods II: Teaching Elementary and Middle-Level Social Studies	3

Completion of 21 hours in social studies to include course work from at least 3 of the following areas: 21

Psychology (PSYCH xxxx)	
Economics (ECON xxxx)	
American Government: Choose from the following	
POLSCI 1014	Power & Politics in the U.S.
POLSCI 1048	Introduction to Public Administration
POLSCI 2131	American State Politics
POLSCI 2147	Law, Politics, and Society
POLSCI 3112	Campaigns and Elections
POLSCI 3132	Community Politics
POLSCI 3134	Congress: The First Branch
POLSCI 3141	Constitutional Law
POLSCI 3144	Civil Rights and Liberties
POLSCI 3146	Judicial Politics and Policy-making
POLSCI 3150	Public Opinion and Voting Behavior
POLSCI 3151	Modern Presidency
POLSCI 3153	Leadership and Management in Public Service
POLSCI 3166	Political Parties and Interest Groups
POLSCI 3172	Public Budgeting
POLSCI 3174	Management of Public Human Resources
POLSCI 4130/5130	Iowa Politics
POLSCI 4142/5142	Problems in Juvenile and Family Law
POLSCI 4143/5143	Citizen Participation and Civic Engagement
POLSCI 4160/5160	Political Communication
POLSCI 4173	Politics and Public Policy

Undergraduate Majors, Minors, and Certificates

POLSCI 4176/5176	Topics in Public Policy
POLSCI 4177/5177	Political Psychology
POLSCI 4188/5188	Seminar in Public Administration
History: (HIST xxxx)	
Geography (GEOG xxxx)	
Sociology (SOC xxxx) (CRIM xxxx)	
In addition to the course work in three areas above, courses may be taken from:	
Social Science (SOC SCI xxxx)	
Anthropology (ANTH xxxx)	
Total Hours	24

Social Welfare Minor

Social Welfare Minor

The Social Welfare Minor provides a comprehensive understanding of the social welfare system, the values behind it, and the social issues facing individuals, families, groups and communities. It provides an understanding of social welfare and social service programs, and introduces students to the wide variety of Social Work positions.

Students complete one required course and four elective courses offered by the Department of Social Work for a total of 15 credits. If a student chooses to Major in Social Work, all the courses taken for the Social Welfare Minor will apply to the Major; however, students cannot receive both a Minor in Social Welfare and a Major in Social Work at the same time. Only students who graduate with a degree in Social Work from a program accredited by the Council on Social Work Education (CSWE) are eligible to be licensed as social workers in the State of Iowa (LBSW) and can be considered for Advanced Standing in the MSW program.

Required Core Courses:

SW 1001	Introduction to Social Work and Social Services	3
Electives (Select four courses from the following):		12
SW 2045	American Racial and Minoritized Populations	
SW 3175	Child Welfare Policy and Practice	
SW 4121	Social Work in Mental Health Settings	
SW 4144	Social Policies and Issues	
SW 4163	Diversity and Difference	
SW 4164	Human Behavior and the Social Environment	
SW 4171/5171	Addictions Treatment	
SW 4173/5173	Social Services for Older Adults	
Total Hours		15

Sociology Minor

Sociology Minor

Required

Sociology:		
SOC 1000	Introduction to Sociology	3
or SOC 1060	Social Problems	
SOC 2010	Research Methods	3
Electives in sociology (SOC prefix)		15
Total Hours		21

Notes:

1. The following research methods courses are accepted as substitutes for SOC 2010 for double majors within the College of Social and Behavioral Sciences: FAM SERV 2030, GEOG 2350; HIST 1010; POLSCI 2010; PSYCH 3002, SW 3185.

2. No more than six total hours of SOC 3370/5370, SOC 3375/5375, SOC 4198, SOC 4485, SOC 4500/5500, SOC 4501/5501, SOC 4502/5502, or SOC 4585 can count toward fulfilling the minor requirements, except with the approval of your advisor and department head.

Spanish Minor

Spanish Minor

A grade of C- (1.67) or higher is required of all Spanish courses.

Required:

Spanish:

SPAN 3001	Advanced Writing	3
or SPAN 3050/5050	Written Communication	
or SPAN 3006	Spanish for Heritage Speakers	
3 hours in Spanish courses numbered higher than SPAN 3001		3
15 hours in Spanish courses numbered higher than SPAN 1002		15
Total Hours		21

*This program begins with Spanish 3001 and will require up to twelve hours of course work beyond the minimum hours required for this major/minor if a student does not demonstrate a proficiency at the fifth semester level.

Spanish - Teaching Minor

Spanish - Teaching Minor

This minor leads to endorsement #133: K-8 Spanish if students complete Elementary Student Teaching, or endorsement #134: 5-12 Spanish if students complete Secondary Student Teaching.

A grade of C- (1.67) or higher is required of all Spanish courses.

Professional Experiences:

EDUC 2334	Teaching Methods I: Language Teaching Methods I *	3

EDUC 3534/5534	Teaching Methods II: Language Assessment *	3
EDUC 3634/5634	Teaching Internship II: Spanish Teaching Practicum *	3
Required:		
LANG 4093	Technology in Language Education	3
Spanish:		3
SPAN 3001	Advanced Writing	
or SPAN 3050/505	Written Communication	
or SPAN 3006	Spanish for Heritage Speakers	
3 hours in Spanish numbered higher than SPAN 3001		3
15 hours in Spanish courses numbered higher than SPAN 1002		15
Total Hours		33

This program begins with Spanish 3001 and will require up to twelve hours of course work beyond the minimum hours required for this major/minor if a student does not demonstrate a proficiency at the fifth semester level.

* This section of Methods/Internship does not satisfy the Methods/Internship requirement within one's major.

Spanish/English Translation Minor

Spanish/English Translation Minor

Required:		
SPAN 3001	Advanced Writing	3
or SPAN 3050/5050	Written Communication	
or SPAN 3006	Spanish for Heritage Speakers	
SPAN 3007	Introduction to Translation	3
or SPAN 3016	Translation for Spanish Heritage Speakers	
SPAN 3008	Introduction to Spanish Linguistics	3
SPAN 4045/5045	Translation	3
One course from the following:		3
TESOL 3110	The Structure of English	
TESOL 2310	Modern English Grammar and Usage	
TESOL 4340/5340	English Grammar: Form and Function	
One course from the following:		3
SPAN 3020	Cultures and Civilization of Latin America	
SPAN 3023	Cultures and Civilization of Spain	
SPAN 3027	Latinos in the United States	
SPAN 3052/5052	Contemporary Hispanic Culture	
The minimum passing grade is C-.		
Total Hours		18

Spanish and Community Health Minor

Spanish and Community Health Minor

Through coursework in Spanish and Public Health, students will expand their language proficiency and cultural competency in Spanish and develop competencies to improve the health of the general public through education, behavior change, and improvement of the environment. This innovative minor addresses the need for bilingual community health promotion.

Required Core:

SPAN 2002	Intermediate Spanish II *	3
SPAN 2053	Spanish for Special Purposes:	3
PH 3310/5310 Health Policy and Advocacy		
Select one of the following:		3
SPAN 3001	Advanced Writing	
SPAN 3006	Spanish for Heritage Speakers	
SPAN 3050/5050	Written Communication	
Select one of the following:		3
PH 1101	Introduction to Public Health	
PH 2100	Behavior Change for Health Promotion	
Select one of the following:		3
PH 3330	Health of Vulnerable Populations	
PH 3340	International Health	
Total Hours		18

* SPAN 2002 has a prerequisite of SPAN 2001 or equivalent. Students may earn credit for SPAN 2002 through credit-by-exam if they place into SPAN 3001 as their first Spanish course at UNI, or students may replace SPAN 2002 with an additional course at the 3000 level. Students may earn credits for SPAN 2002 through retro-credits earned in SPAN 3006.

Sport Administration Minor

Sport Administration Minor

The minor in Sport Administration provides undergraduate students with a broad-based knowledge of the sport industry by offering interdisciplinary courses, thereby serving as valuable supplementary education that complements other majors. The academic preparation and practical training offered by this minor prepares students for a wide variety of sport-related careers.

Students must have a GPA of 2.5 to complete the minor.

Required:

Economics		
ECON 1031	Introduction to Business Economics	3
Kinesiology		

Undergraduate Majors, Minors, and Certificates

KINES 3125	Introduction to Sport Administration	3
KINES 3126	Sport Marketing	3
KINES 3127	Practicum in Sport Administration	1
Select one of the following two courses:		
KINES 3121	Sociology and Psychology of Physical Activity	3
or KINES 3122	Sport Psychology	
Electives:		6
Communication and Media		
COMM PR 4858/585	Sports Public Relations	
Marketing		
MKTG 2110	Principles of Marketing	
Leisure, Youth and Human Services		
RTNL 3130	Marketing in Recreation, Tourism and Nonprofit Leadership	
RTNL 3777/5777	Special Events Management	
RTNL 4310/5310	Areas and Facilities in Recreation, Tourism and Nonprofit Leadership	
RTNL 4776/5776	Eco, Adventure and Sport Tourism	
Kinesiology		
KINES 3186 Studies in Physical Education. Only the following are accepted: (1) Sport Event & Facility Management; (2) Communication and Leadership Skills for Coaches.		
KINES 4217	Organization and Administration of Competitive Sports	
Total Hours		19

Sports Communication Minor

Required:

CM CORE 1001	Digital Toolbox	3
COMM DM 3660	Sports Journalism	3
COMM PR 4858/5858	Sports Public Relations	3
Cultural Context (select one):		3
COMM 3236	Ethics in Communication	
COMM 4120/5120	Inclusive Leadership in the Workplace	
COMM 4344/5344	Intercultural Communication	
COMM 4346/5346	Gender Issues in Communication	
Applied Experience in Sports Communication (select one): This experience should be related to sports communication and students should get prior approval from course instructor.		1-3
COMM DM 2950	Applied Digital Media	
COMM PR 1840	Applied Public Relations	
CM CORE 3900/5900	Internship in Communication and Media	

Elective (select one):		3
COMM DM 1620	Fundamentals of Journalism	
COMM DM 1652	Writing for Digital Media	
COMM PR 1811	Principles of Public Relations	
COMM PR 4811/5811	Public Relations: Cases and Studies	
COMM PR 4856/5856	Public Relations Special Events Planning	
COMM PR 4857/5857	Crisis Communication	
COMM PR 4859/5859	Social Media	
COMM 2205	Group Communication	
COMM 3055	Organizational Communication	
COMM 3236	Ethics in Communication	
COMM 4120/5120	Inclusive Leadership in the Workplace	
COMM 4344/5344	Intercultural Communication	
COMM 4346/5346	Gender Issues in Communication	

Total Hours **16-18**

Statistics and Actuarial Science Minor

Statistics and Actuarial Science Minor

Complete one of the following emphases

Actuarial Science emphasis:		14
MATH 1420	Calculus I *	4
MATH 1421	Calculus II	4
ACT SCI/MATH 3780	Mathematics of Finance	3
MATH/STAT 3752	Introduction to Probability	3
Statistics emphasis		12
STAT 1772	Introduction to Statistical Methods	3
STAT 3771/5771	Applied Statistical Methods for Research	3
STAT 4772/5772	Statistical Computing I	3
STAT 4782/5782	Statistical Computing II	3
Electives		9-10

Select three courses from the following or from the emphasis not chosen:

ACT SCI 3731	Actuarial Examination Preparation	3
ACT SCI 4785/5785	Introduction to Financial Engineering	3
ACT SCI 4735/5735	Actuarial Mathematics	3
ACT SCI 4788/5788	Loss Models	3
MATH 2422	Calculus III	4
MATH 2500	Linear Algebra for Applications	3
STAT 3775/5775	Introduction to Mathematical Statistics	3

STAT 3776/5776	Regression Analysis	3
STAT 3778/5778	Spatial Data Analysis	3
STAT 4773/5773	Design and Analysis of Experiments	3
STAT 4777/5777	Statistical Quality Assurance Methods	3
STAT 4779/5779	Applied Multivariate Statistical Analysis	3
STAT 4784/5784	Introduction to Machine Learning	3
Total hours		21-24

* MATH 1420 has a prerequisite of satisfactory score on mathematics placement exam or subsequent remediation.

Policies

Notes:

1. A student majoring or minoring in mathematics, who has a grade point average of less than 2.25 in all departmental courses used for that major or minor may not apply a departmental course in which a grade of less than C- is earned to her/his major or minor.
2. A student with a major within the Department of Mathematics may declare a second major and/or a certificate within the Department. Interested students should work closely with an advisor.
3. The declaration of both a major and a minor with the Department of Mathematics is limited to the following. Interested students should work closely with an advisor.
 - A student with any Mathematics major may declare the interdisciplinary Data Science Minor.
 - A student with the Mathematics Major or the Mathematics-Teaching Major may declare the Statistics emphasis of the Statistics and Actuarial Science Minor.

Strength and Conditioning Minor

Strength and Conditioning Minor

The minor in Strength and Conditioning provides undergraduate students with an interdisciplinary knowledge about planning and designing training programs for a variety of athletes (e.g., high school athletes, professional athletes) and purposes (e.g., weight training, speed). This minor will also help prepare students for National Certification exams in Strength and Conditioning.

Students must have a GPA of 2.5 to complete the minor.

Required:

KINES 2019	First Aid and CPR for Physical Educators	1
KINES 2025	Conditioning Theory and Practice	3
KINES 2050	Anatomy and Physiology of Human Movement	3
KINES 2053	Physical Activity and Nutrition	3
KINES 3153	Exercise Physiology	3

KINES 3201	Scientific Principles of Strength and Conditioning	3
KINES 3202	Strength and Conditioning Programming and Technique	3
KINES 3140	Practicum in Strength and Conditioning	1
Total Hours		20

Studies in Sexuality, Women and Gender Minor

Studies in Sexuality, Women and Gender Minor

Studies in Sexuality, Women and Gender Minor is an interdisciplinary and multicultural program that engages in research and exploration concerning all areas of human experience. Its unique perspective strengthens the abilities of students within any major to critically analyze theory and research emphasizing the importance of gender while including other essential categories of analysis such as race, class, sexuality, ethnicity, and nationality. This 18 credit hour program provides skills that are useful to all majors. This program is offered under the jurisdiction and general supervision of the College of Social and Behavioral Sciences. For more information, contact the Women's and Gender Studies office, Sabin 225, wgs@uni.edu, or csbs.uni.edu/womenstudies.

Required 6

Humanities:

WGS 1040	Women's and Gender Studies: Introduction

Choose one of the following:

WGS 2040	Introduction to LGBTQ Studies
FAM SERV 1057	Human Relationships and Sexuality
RELS/PHIL 2570	Good Sex: The Ethics of Human Sexuality

Electives: 12

Anthropology:

ANTH 3104/ PSYCH 4608/5608	Gender in Cross-Cultural Perspective *

Communication and Media:

COMM 4346/5346	Gender Issues in Communication
COMM 4446/5446	Voices from the Margin: Performance, Rhetoric, and Social Change

Criminology:

CRIM 4331/5331	Women, Crime and Society *

Educational Psychology:

EDPSYCH 4140/5140	Social Psychology in Educational Contexts

Languages and Literature:

ENGLISH 1120	Literature: (topic) (Topics in Women's and Gender Studies ONLY)

Undergraduate Majors, Minors, and Certificates

ENGLISH 4120/5120	Literature, Gender and Intersectionality *
ENGLISH 4420/5420	The American Renaissance *
ENGLISH 4425/5425	American Realism and Naturalism to WWI *
Family Services:	
FAM SERV 1057	Human Relationships and Sexuality
FAM SERV 3145/5145	Violence in Intimate Relationships
Public Health and Education:	
PH 2530	Introduction to Women's Health
PH 2540	Selected Topics in Women's Health
History:	
HIST 4260/5260	United States Women's History
HIST 4690/5690	Modern European Women's History
Humanities:	
HUM 3160/5160	Black Women in America: Challenge, Spirit, Survival
Philosophy:	
CAP 3151	Money, Sex and Power: Theories of Race, Class and Gender
Psychology:	
PSYCH 2201	Psychology of Gender *
PSYCH 4608/ ANTH 3104/5104	Gender in Cross-Cultural Perspective *
World Religions:	
RELS 1020	Religions of the World (Family Life emphasis only) **
RELS 3150	Women and Christianity
Social Sciences:	
SOC SCI 1020	Women, Men, and Society
Sociology:	
SOC 2040	Social Movements *
SOC 3045/5045	Social Inequality *
SOC 4010/5010	Sociology of Gender
SOC 4071/5071	Feminist Theories in the Social Sciences *
Women's and Gender Studies:	
WGS 2040	Introduction to LGBTQ Studies
WGS 3195/5195	Internship in Women's and Gender Studies *

Total Hours 18

Notes:

- No more than 9 hours from courses with the same prefix.
- A minimum of 9 hours from the 3000-level or above.

No more than one of the following may be counted for WGS credit: COMM 4446/5446 or SOC 2040

* These courses have additional prerequisites.

** Students must submit a student request form to receive WGS minor credit for this course.

Sustainability Minor

This interdisciplinary minor seeks to provide experiences, knowledge and skills related to sustainability. This university wide minor is for students interested in exploring Sustainability. There is one required course paired with eighteen elective credits to reach the minor's minimum of twenty-one credits. As students complete the minor there is a required non-credit reflection form and advisor meeting. This form may be obtained from the Sustainability Advising Director.

Required course		
CONSTR 1015	Introduction to Sustainability	3
Foundations (Choose one course from each bin)		
Scientific Reasoning		3-4
BIOL 1012	Life: The Natural World	
BIOL 2051	General Biology: Organismal Diversity	
EARTHSCI 1400	Introduction to Environmental Earth Science	
GEOG 2250	Nature-Society Relations	
PHYSICS 1000	Physics in Everyday Life	
Responsibility		3
CHEM 1012	Matter Matters	
EARTHSCI 3336	Natural Resources and Civilizations	
ECON 1001	Economics of Social Issues	
HIST 3110	Conflict and Justice in History: (Topic) (with Sustainability theme)	
PHIL 1560	Science, Technology, and Ethics (STE)	
Human Condition		3
ANTH 3010	Climate Change, Human Migration and Conflict	
FAM SERV 1140	Exploring Family Diversity	
GEOG 1110	Global Geography	
GEOG 1120	Peoples, Cultures, and Environments	
HIST 1210	Making the Modern World	
PHIL/RELS 2550	Environmental Ethics	
Integrative Perspectives (Choose one course from each bin)		
Natural Systems and Stewardship Dimensions		3-4
BIOL 3100	Evolution, Ecology and the Nature of Science *	
EARTHSCI 1300	Introduction to Geology	
EARTHSCI 1410	Field Studies in _____	

GEOG 2210	Modern Climate Change: Evidence and Predictions
GEOG 4310/5310	GIS Applications: (Variable Topic)*
PH 3710	Environmental Health Science
RTNL 3778/5778	Community Based Tourism
RTNL 4554/5554	Managing Recreation Impacts on the Natural Environment
RTNL 4776/5776	Eco, Adventure and Sport Tourism

Social and Cultural Dimensions 3

CAP 3173/ PHIL 3510/RELS 3510	Bio-Medical Ethics
GEOG 4115/5115	Climate Change and Social Justice
GEOG 4120/5120	Demography and Population Geography
HIST 2210	Problems & Perspectives in Global History: (Topic)
HIST 4170/5170	U.S. Environmental History
PHIL 1040	Justice and the Good Life: Philosophical Perspectives
RTNL 4552/5552	Outdoor Education and Leadership
SPAN 3023	Cultures and Civilization of Spain*

Business, Technology and Policy Dimensions 3-4

ACCT 2130	Principles of Managerial Accounting*
BIOL 4157/5157	Biostatistics*
ECON 3125	Economics of Sustainability*
ECON 3225/5225	Environmental Economics*
GEOG 2350	Intro to Environmental Data Analysis
GEOG 2410	Geographic Information Systems I
GEOG 3220	Environmental Geography: Variable Topic*
GEOG 4170/5170	Climate Action Planning
GEOG 4370/5370	Remote Sensing of the Environment
INTDSGN 1001	Introduction to Applied Design
MGMT 3167	Global Supply Chain Management*
MKTG 3163	Distribution and Logistics*
PHYSICS 4300/5300	Introduction to Electronics*
PHYSICS 4310/5310	Physical Computing*
POLSCI 1048	Introduction to Public Administration
POLSCI 2131	American State Politics
STAT 3771/5771	Applied Statistical Methods for Research*
TECH 1010	Fundamentals of Metal Removal

TECH 3148	Machine Design *
TECH 3180	Lean and Sustainable Operations *
Total Hours	21-24

* Some of the courses listed may require prerequisites prior to enrollment. Consult with the UNI course catalog or appropriate department to determine requirements for the courses.

Teaching English to Speakers of Other Languages (TESOL) Minor

Teaching English to Speakers of Other Languages (TESOL) Minor

Required:

Required:

TESOL 4120/5120 or TESOL 3110	Introduction to Linguistics The Structure of English	3
TESOL 4350/5350	Phonetics, Phonology, and Language Teaching	3
TESOL 4540/5540 or TESOL 4520/5520	Sociolinguistics Cultural Aspects of Language and Language Teaching	3
TESOL 4510/5510	Language Development	3
TESOL 4340/5340	English Grammar: Form and Function	3
TESOL 4720/5720	Bilingualism and Bilingual Education	3
EDUC 2334	Teaching Methods I: Language Teaching Methods I	3
EDUC 3504/5504	Teaching Methods II: Language Teaching Methods II	3
Total Hours		24

Teaching English to Speakers of Other Languages (TESOL) - Teaching Minor

Teaching English to Speakers of Other Languages (TESOL) - Teaching Minor

This minor leads to endorsement #104: K-12 English as a Second Language. Students must complete Special Area Student Teaching (EDUC 4140) in addition to their major student teaching requirement.

Required courses:

TESOL 3110 or TESOL 4120/5120	The Structure of English Introduction to Linguistics	3
TESOL 4520/5520	Cultural Aspects of Language and Language Teaching	3

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or TESOL 4540/5540 Sociolinguistics		
TESOL 4510/5510	Language Development	3
TESOL 4720/5720	Bilingualism and Bilingual Education	3
Professional Experiences:		
EDUC 2334	Teaching Methods I: Language Teaching Methods I *	3
EDUC 3604/5604	Teaching Internship II: TESOL Teaching Practicum *	3
Total Hours		18
Optional Recommended Courses		
TESOL 4340/5340	English Grammar: Form and Function	3
TESOL 4350/5350	Phonetics, Phonology, and Language Teaching	3

Note: To earn the ESL K-12 endorsement on an Iowa teaching license, student teaching in ESL classrooms at both the K-8 and 5-12 levels is required.

* This section of Methods/Internship does not satisfy the Methods/Internship requirement within one's major.

Technology Education - Teaching Minor

Technology Education - Teaching Minor

This minor leads to Iowa BOEE endorsement #140: 5-12 Industrial Technology.

Required:		
Technology:		
CONSTR 1000	Fundamentals of Construction Management Materials & Methods	3
TECH 1008	Basic Manufacturing Processes	3
TECH 1010	Fundamentals of Metal Removal	3
TECH 1024	Engineering Design with CAD	3
TECH 1055	Graphic Communications Foundations	3
TECH 1037 or TECH 2036	Introduction to Circuits Power Technology	3
TECH TEE 2020	Transportation Technology	3
TECH 2065	Industrial Robotics	3
Professional Experiences:		
EDUC 2341	Teaching Methods I: Industrial Technology Curriculum Planning	3
EDUC 2441	Teaching Internship I: Industrial Technology Instruction I	3

EDUC 3541/5541	Teaching Methods II: Industrial Technology Lab Management	3
EDUC 3641/5641	Teaching Internship II: Industrial Technology Instruction II	3
Total Hours		36

**TECH TEE 4200/5200 has prerequisite of TECH TEE 1000.

**TECH 1019 can also be substituted for this course.

Theatre Minor

Theatre Minor

Required		
Theatre core:		
THEATRE 1010	Foundations of Theatre	3
THEATRE 1011	Foundations of Theatre Lab	1
THEATRE 1012	Stagecraft: Scenery/Lights	3
or THEATRE 1015	Stagecraft: Costumes	
THEATRE 1022	Playscript Analysis	3
THEATRE 1030	Acting	3
THEATRE 2050	Theatre Practicum (2 required - ONE may be in performance)	2
Electives:		9
A minimum of 9 credit hours of Theatre coursework *		
Total Hours		24

* Transfer coursework can be used to satisfy this requirement upon departmental approval

Writing Minor

Writing Minor

Required:

Choose ONE option.

1. Creative Writing Option

English:		
ENGLISH 1120	Literature: (topic)	3
or ENGLISH 2120	Critical Writing About Literature	
ENGLISH 2700	Elements of Creative Writing	3
Two of the following "Craft" courses:		6
ENGLISH 3710/5710 Craft of Creative Nonfiction		
ENGLISH 3715/5715 Craft of Poetry		
ENGLISH 3725/5725 Craft of Fiction		
One of the following "Workshop" courses:		3
ENGLISH 4730/5730 Creative Nonfiction Workshop		
ENGLISH 4740/5740 Poetry Workshop		
ENGLISH 4750/5750 Fiction Workshop		
Elective: choose one of the following:		3
ENGLISH 3130	Writing & Healing	

ENGLISH 4755/5755	Creative Writing Practicum: North American Review	
ENGLISH 4720/5720	Studies in Creative Writing: (topic)	
ENGLISH 4780/5780	The Profession of Editing	
ENGLISH 3710/5710	Craft of Creative Nonfiction	
ENGLISH 3715/5715	Craft of Poetry	
ENGLISH 3725/5725	Craft of Fiction	
ENGLISH 4730/5730	Creative Nonfiction Workshop	
ENGLISH 4740/5740	Poetry Workshop	
ENGLISH 4750/5750	Fiction Workshop	
Total Hours		18

* ENGLISH 4780/5780 has prerequisite of ENGLISH 2770 or consent of instructor.

2. Professional Writing Option

English:

ENGLISH 2770	Introduction to Workplace Writing	3
ENGLISH 4765/5765	Applied Writing: Workplace Communication	3
ENGLISH 4775/5775	Applied Writing: Specialized Documents	3
ENGLISH 4780/5780	The Profession of Editing	3
ENGLISH 4025/5025 or ENGLISH 4040/5040	Theory and Practice of Writing Digital Writing: Theory and Practice	3
ENGLISH 4785/5785	Applied Writing: Projects, Grants and Careers	3
Total hours		18

Certificates

Addictions Treatment Certificate

Addictions Treatment Certificate

This UNI certificate program is designed to prepare students for the field of substance abuse treatment.

For any student who received a previous degree and returns for the Addictions Treatment Certificate, all requirements of the certificate apply. Courses may be waived if they were completed for an earlier degree.

Required		
Social Work:		
SW 4171/5171	Addictions Treatment	3
Electives: select three of the following		9
SW 3175	Child Welfare Policy and Practice	
FAM SERV 3145/5145	Violence in Intimate Relationships	
FAM SERV 3160/5160	Prevention and Early Intervention Skills	
CRIM 3228	Mental Health and the Criminal Justice System *	
FAM SERV 1020	Family Relationships	
PSYCH 3102/5102	Drugs and Individual Behavior	
Total Hours		12

* CRIM 3228 has prerequisite of CRIM 2022 or SOC 1000.

AI Literacy and Ethics Certificate

AI Literacy and Ethics Certificate

The AI Literacy and Ethics certificate is designed to help students learn vital tools of Artificial Intelligence as well as its connection to ethics and information literacy. Students will also be able to apply elements directly to their future careers.

Required:		
COMM 4140/5140	AI, Work, and the Future	3
Select one of the following:		3
SOCFOUND 3219	Critical Perspectives on Technology and Education	
COMM 4001/5001	Communicating with AI	
LIBRARY 2300	Beyond the Hype: Artificial Intelligence as Information	
Select one of the following:		3
SOCFOUND 4200/5200	The Ethics of Education in the Age of Technological Innovation	
ENGLISH 4040/5040	Digital Writing: Theory and Practice	

ENGLISH 4672/5672Electronic Literature *	
HIST 3110	Conflict and Justice in History: (Topic) (Climate Change)
CRIM 3371	Topics in Criminal Justice (AI and the Justice System)
Total Hours	
9	

* ENGLISH 4672/5672 has a prerequisite of CM CORE 1001 or ENGLISH 2120 or consent of instructor; junior standing.

Applied AI for Business Certificate

Applied AI for Business Certificate

AI fluency is now a must-have complement for most industry roles. AI leadership isn't about code – it's about judgment, governance, and decision-making. This certificate equips undergraduates with non-technical competency, a strategic framework, and a judgment mindset to deploy, communicate with, and manage AI tools in business and life. Designed as a multidisciplinary, non-technical add-on sized for juniors/seniors in any business major, it mirrors top executive education programs. The program emphasizes conceptual literacy and hands-on experimentation with AI applications, and frames AI-skilling as a competitive advantage to keep students job-ready.

Students pursuing a Business Analytics major – AI emphasis may not complete this certificate.

Required:		
MGMT 2080	Introduction to Information Systems	3
MGMT 2038	AI Foundations for Business	3
MGMT 3138	Generative AI and Natural Language Processing for Business	3
PHIL/RELS 2070	Ethics in the Age of AI	3
Electives: Choose one of the following:		3
COMM 4001/5001	Communicating with AI	
STAT 1782	Data-Based Artificial Intelligence for All	
Total Hours		15

Applied Business Concepts Certificate

Applied Business Concepts Certificate

The certificate in Applied Business Concepts will provide Bachelor of Liberal Studies (BLS) students as well as other adult learners access to a program that is convenient, flexible and offers an alternative to the traditional path to a certificate program. This program aligns well with the BLS degree since it allows students the opportunity to complete a certificate completely online. Offering a fully online certificate program creates access for BLS students, but also helps to recognize the unique needs of adult learners -- by providing access to education that can be balanced with work and family obligations. Access is one

of UNI's strategic initiatives. The student learning outcomes for this program will be tied to course-level and university-level learning outcomes.

Priority registration will be given to Managing Business and Organization BAS students; however, exceptions to the BAS admission prerequisite will be given to BLS students wishing to pursue the certificate. All BLS students must register through the Online and Distance Education office (<http://distance.uni.edu/enroll>).

Select five courses from the following: 15

ECON 1031	Introduction to Business Economics
BUSINESS 3025	Business Analysis Techniques
BUSINESS 3030	Accounting Concepts
BUSINESS 3035	Information Systems for Professionals
BUSINESS 3060	Law, Society, and Business
BUSINESS 3065	Entrepreneurship and Opportunity
BUSINESS 3070	Topics: Effective Business Practices
BUSINESS 4040	Applied Business Finance
BUSINESS 4045	Practical Marketing for Organizations

Total Hours 15

Behavioral Health Certificate

Required Courses

PSYCH 1001	Introduction to Psychology	3
PSYCH 3303/5303	Health Psychology	3
PSYCH 3510	Improve Health With Decision Science	3

Elective Courses. Select courses from two different disciplines. 6

ANTH 3102/5102	Culture, Disease, and Healing *
COMM 4116/5116	Health Communication
COUN 4100	Introduction to Professional Counseling
CRIM 3369	Drugs and Society *
FAM SERV 1057	Human Relationships and Sexuality
FAM SERV 3111/5111	Families and End of Life Issues
FAM SERV 3150/5150	Families, Aging, and Wellbeing *
FAM SERV 3162/5162	Family Policy and Advocacy *
HIST 2020	Health in History: (Topic)
KINES 2053	Physical Activity and Nutrition
KINES 3121	Sociology and Psychology of Physical Activity
KINES 3122	Sport Psychology

NUR 3000	Health Assessment and Health Promotion Across the Lifespan *
NUR 3041	Psychiatric-Mental Health Nursing *
NUR 3065	Health and Illness Concepts I: Chronic Care *
PSYCH 2401	Clinical Psychology
PSYCH 2402	Psychology of Personality
PSYCH 2403	The Science and Experience of Human Flourishing
PSYCH 4705/5705	Research Experience in Psychology (Relevant project required) *
PHIL 3510	Bio-Medical Ethics
PH 2100	Behavior Change for Health Promotion *
PH 2130	Epidemiology of Human Diseases
PH 2620	Stress and Coping
SW 3143	Self-Care and Stress Management in Helping Professions
SW 4171/5171	Addictions Treatment
SW 4173/5173	Social Services for Older Adults
SOC 2075	The Self in Social Context
SOC 3035/5035	Social Gerontology *
SOC 3086/5086	Medical Sociology

Total Hours 15

* ANTH 3102/5102 has a prerequisite of SOC 1000 or ANTH 1002; junior standing.
 CRIM 3369 has a prerequisite of SOC 1000 or SOC 1060; CRIM 2025.
 FAM SERV 3150/5150 has a prerequisite of FAM SERV 1020; FAM SERV 1055 or PSYCH 2202; minimum grade of C- in all prerequisite courses; junior standing.
 FAM SERV 3162/5162 has a prerequisite of FAM SERV 1020; minimum grade of C- in all prerequisite courses; junior standing.
 NUR 3000 has a prerequisite of admission to the Nursing program and a corequisite of PH 1410; NUR 2575.
 NUR 3041 has a prerequisite of NUR 3010.
 NUR 3065 has a prerequisite of NUR 2500; NUR 2510; BIOL 1033; BIOL 1103 and a corequisite of NUR 3009; NUR 3066; NUR 3067.
 PSYCH 4705/5705 has a prerequisite of PSYCH 1001; PSYCH 3002; 15 hours in Psychology; junior standing; consent of instructor.
 PH 2100 has a prerequisite of PH 1101.
 SOC 3035/5035 has a prerequisite of SOC 1000 or SOC 1060; junior standing.

Chinese Studies Certificate

The Certificate in Chinese Studies aims to encourage non-Chinese-native students to study Mandarin Chinese with an emphasis on

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quickly developing speaking fluency as well as cross-cultural communication skills to enable conversation with Chinese native speakers. Such skills are applicable in multiple fields such as study abroad, travel and internship in a Mandarin-speaking environment. To fulfill diverse needs, this certificate program offers a combination of on-campus courses as well as online courses for students.

This Certificate is not intended for native Chinese speakers.

Required:		12
CHIN 1001	Elementary Chinese I	
CHIN 1002	Elementary Chinese II	
CHIN 1011	Intermediate Chinese I	
Elective: (one of the following)		1-3
HUM 3124	China	
CHIN 1086	Studies in Chinese Film (1 hr.)	
CHIN 1086	Studies in Chinese Culture (1 hr.)	
CHIN 1050	Introduction to Chinese Literature	
CHIN 1060	Introduction to Chinese Culture: (Topic)	
ENGLISH 1120	Literature: (topic) *	
HIST 4850/5850	Pre-Modern Chinese History	
HIST 4860/5860	Modern Chinese History	
RELS 2110	Confucianism, Daoism, and Zen	
Total Hours		13-15

* When the topic is Chinese Literature

Commercial Banking Certificate

Commercial Banking Certificate

The Commercial Banking Certificate provides students with essential knowledge and tools in preparation for careers in the Commercial Banking industry. This Certificate is for Finance majors, Real Estate majors, and Finance / Real Estate double majors.

Required:		
Finance:		
FIN 3125	Real Estate Finance *	3
FIN 3170	Commercial Bank Management *	3
Choose two courses from the following:		
Finance:		6
FIN 3110	Principles of Real Estate **	
FIN 3120	Real Estate Appraisal and Investment ***	
FIN 4065/5065	Fixed Income Analysis ****	
Total Hours		12

* These courses require the following prerequisites:
ACCT 2120; ACCT 2130; C- or better in FIN 3130; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing.

**This course requires the following prerequisite: junior standing.

***This course requires the following prerequisites: FIN 3110; junior standing.

****This course requires the following prerequisites:
ACCT 2120; C- or better in FIN 3130; FIN 3160; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing.

Communication, Community, and Public Advocacy Certificate

Communication, Community, and Public Advocacy Certificate

The Communication, Community, and Public Advocacy certificate emphasizes experiential learning in small classes to help students become pragmatic and creative public advocates and engaged community members. Through the certificate courses, students develop the critical competencies necessary to be a reflexive advocate who can adapt to changing contexts and cultures and across diverse communities. This certificate aligns with UNI's commitment to civic engagement. It centers the role communication can play in creating social change and how people can use their skills as advocates in a variety of community, political, and organizational settings.

COMM 4446/5446	Voices from the Margin: Performance, Rhetoric, and Social Change	3
COMM 4444/5444	Communication, Community, and Change	3
or CM CORE 3255	Advocacy Campaigns	
COMM 4448/5448	Cultural Performance	3
or COMM 4346/5346	Gender Issues in Communication	
COMM 3456	Practicing Public Advocacy	3
Total Hours		12

Computer Science Certificate

Computer Science Certificate

A student with a major in the Department of Computer Science cannot also receive a Certificate in Computer Science.

Required

Computer Science:		
CS 1520	Data Structures	4
one course from the following:		3-4
CS 1120	Media Computation	
CS 1130	Visual BASIC Programming	
CS 1160	C/C++ Programming	
CS ED 1310	Programming Environments for Elementary Education	
CS ED 1320	Fundamentals of Programming	
CS 1510	Introduction to Computing	
Two courses, from ONE of the following groups:		6
Group 1:		

CS 1800	Discrete Structures
CS 2530	Intermediate Computing
or Group 2:	
CS 1410	Computer Organization
CS 2420	Computer Architecture and Parallel Programming
Total Hours	13-14

Computer Science Education (K-8) - Teaching Certificate

Computer Science Education (K-8) - Teaching Certificate

This certificate is appropriate for students interested in adding experience in computer science to an elementary teaching license. It is for students with a teaching major in a discipline outside of computer science. It consists of the coursework approved by the Iowa Board of Educational Examiners to qualify for the addition of the state's Computer Science endorsement #277 on a state teaching license.

Required:

CS ED 1310	Programming Environments for Elementary Education	3
CS ED 1320	Fundamentals of Programming	3
CS ED 2310	Foundational Concepts in Computer Science	3
CS ED 3310/5310	Teaching and Learning Programming	3
CS ED 4330/5330	Methods for Teaching Computer Science	3
Total Hours		15

Computer Science Education (5-12) - Teaching Certificate

This Computer Science Education certificate is appropriate for students interested in adding experience in computer science to a teaching license. It is for students with a teaching major in a discipline outside of computer science. It consists of the coursework approved by the Iowa Board of Educational Examiners to qualify for the addition of the state's 5-12 Computer Science endorsement #278 on a state teaching license.

Required:

CS ED 1320	Fundamentals of Programming	3
CS ED 2310	Foundational Concepts in Computer Science	3
CS ED 3310/5310	Teaching and Learning Programming	3
CS ED 3320/5320	Data Structures and Algorithms	3

CS ED 4330/5330	Methods for Teaching Computer Science	3
Total Hours		15

Conflict Resolution Certificate

Conflict Resolution Certificate

Conflict can be viewed on both the macro and micro system levels. It can be interpersonal, as in the area of individual or family dynamics, or organizational, as in labor, racial/ethnic, or international relations. The Certificate in Conflict Resolution focuses on understanding the roots of conflict, as well as its management or resolution. This certificate is designed for students working toward a baccalaureate degree, and whose anticipated careers may provide opportunities for conflict resolution. Examples of related majors include social work, sociology, criminology, communication studies, education, environmental science, management, public administration, public policy, and political science.

The objectives of the Conflict Resolution program are to:

- provide students with a grounding in conflict theory and approaches to conflict resolution;
- provide students with beginning skills in conflict resolution and management;
- provide opportunities to integrate conflict resolution knowledge and skills in a variety of academic areas.

Program of Study, 15 hours total (five 3-hour classes)

Required

Communication and Media:		
COMM 4333/5333	Communication and Conflict Management	3

Electives: select four courses from the lists below: 12

Teaching:

TEACHING 4170/5170 Human Relations: Awareness and Application **

School of Applied Human Sciences:

FAM SERV 1010 Human Identity and Relationships
FAM SERV 1020 Family Relationships
FAM SERV 3145/5145 Violence in Intimate Relationships

Psychology:

PSYCH 2201 Psychology of Gender **
PSYCH 2203 Social Psychology **

Social Work:

SW 3143 Self-Care and Stress Management in Helping Professions

Communication and Media:

COMM 4344/5344 Intercultural Communication
COMM 4346/5346 Gender Issues in Communication

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COMM 4446/5446	Voices from the Margin: Performance, Rhetoric, and Social Change
Social Work/Social Science:	
SW/SOC SCI 1041	Global Social Work
SW 4163	Diversity and Difference **
Social Science:	
SOC SCI 1020	Women, Men, and Society
Political Science:	
POLSCI 3120	International Security
POLSCI 3125	Politics of International Development
POLSCI 3126	Human Rights
POLSCI 3123	Nationalism
History:	
HIST 4675/5675	Great Power Diplomacy from the Congress of Vienna to the Present
Geography:	
GEOG 3220	Environmental Geography: Variable Topic **
Sociology:	
SOC 2040	Social Movements **
SOC 2075	The Self in Social Context **
SOC 3045/5045	Social Inequality **
SOC/ANTH 3080	Immigration and Transnationalism **
Total Hours	
15	

**These courses have additional prerequisites as follows:
PSYCH 2201 and PSYCH 2203 have a prerequisite
of PSYCH 1001. PSYCH 1001 may be used to satisfy the Human
Condition (Domestic) requirement of the UNIFI/General Education
program.
SW 4163, SOC 2040, SOC 2075, SOC 3045/5045,
and SOC 3080/5080 have a prerequisite
of SOC 1000. SOC 1000 may be used to satisfy the Human
Condition (Domestic) requirement of the UNIFI/General Education
program.
GEOG 3220 has a prerequisite
of GEOG 1120 or GEOG 1210 or GEOG 2210 or GEOG 1110 or
consent of instructor.
TEACHING 4170/5170 has a prerequisite of full admission into
teacher education and junior standing.

Choice of courses and subsequent course prerequisites *may* increase
the length of this program. A minimum grade of C is required in all
courses taken for the certificate.

Content Creation Certificate

Content Creation Certificate

This certificate will help students develop necessary skills for creating,
producing, promoting, and growing a professional podcast.

Required		
COMM DM 1630	Start a Podcast	3

COMM DM 4640	Advanced Podcasting	3
Total Hours		6

Corporate Fitness Certificate

Corporate Fitness Certificate

Required:		
Physical Education:		
KINES 2050	Anatomy and Physiology of Human Movement	3
KINES 3153	Exercise Physiology	3
KINES 3156	Fitness Assessment and Exercise Prescription	3
Public Health:		
PH 3640	Worksite Health Promotion	3
Electives (choose one from the following):		
KINES 3157	Sports Nutrition *	3
PH 1410	Basic Nutrition	3
Total Hours		15

* KINES 3157 has a prerequisite of KINES 2053 and KINES 3153.
Prerequisite for Athletic Training majors: AT 3020.

Crime Mapping and Analysis Certificate

Crime Mapping and Analysis Certificate

This interdisciplinary program certificate provides students with both
theoretical and applied training in spatial mapping and the analysis of
crime data. This program certificate is offered jointly by the School of
Public Affairs and Service and School of Community and Geographic
Innovation.

Required		
Criminology:		
CRIM 2134	Crime Analysis	3
CRIM 3400	Police and Society	3
Geography:		
GEOG 2410	Geographic Information Systems I	3
GEOG 4310/5310	GIS Applications: (Variable Topic)	3
or GEOG 4335/5335 Web Mapping and Data Visualization		
Sociology:		
SOC 1000	Introduction to Sociology	3
SOC SCI 2020	Social Sciences Statistics	3
or STAT 1772	Introduction to Statistical Methods	3
Total Hours		18

CTE Information Technology - Teaching Certificate

CTE Information Technology - Teaching Certificate

The Career and Technical Education (CTE) Information Technology endorsement is required for educators that teach computer science (and other related computer fields) and use this course in a Perkins program of study.

This certificate is available to secondary teaching majors. The CTE coursework is not required if the educator holds another career and technical endorsement.

Completion of this certificate leads to endorsement 279 - 5-12 CTE Information Technology.

Required:

CS ED 1320	Fundamentals of Programming	3
CS ED 2310	Foundational Concepts in Computer Science	3
CS ED 3310/5310	Teaching and Learning Programming	3
CS ED 3320/5320	Data Structures and Algorithms	3
CS ED 4330/5330	Methods for Teaching Computer Science	3
CTE 4110/5110	Methods for Career and Technical Education	2
CTE 4120/5120	Assessment and Evaluation in Career and Technical Education	2
CTE 4140/5140	Foundations of Career and Technical Education	2
Total Hours		21

Disability Awareness and Inclusive Leadership Certificate

Disability Awareness and Inclusive Leadership Certificate

This certificate program in Disability Awareness and Inclusive Leadership comprises three themes: Foundations of Disability and Inclusion, Inclusive Practices, Policy, and Communication, and Practical Experience and Applied Skill Development.

Required:

Foundations of Disability & Inclusion (select one of the following):		3
RTNL 2160	Inclusive Recreation: Pathways to Participation	
SPIE 2500	Inclusive Music for All Learners	

SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
Inclusive Practices, Policy, and Communication (select one of the following):		3
KINES 4152	Adapted Physical Education	
SPIE 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues *	
SPIE 4180/5180	Interdisciplinary Study of Disability	
Practical Experience & Applied Skill Development (select one of the following):		3
RTNL 4290/5290	Recreation, Tourism and Nonprofit Leadership Field Experience	
SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12) *	
SPIE 4172/5172	Differentiated & Intensive Methods in Literacy & Mathematics: Elementary Mild/Mod Disabilities (K-8) *	
SPIE 4201/5201	Experience in Special & Inclusive Environments	
Total Hours		9

* SPIE 4150/5150 has a prerequisite of SPIE 3150; junior standing. Registration requires full admission to the Teacher Education Program.
 SPIE 4171/5171 has a prerequisite of SPIE 3150; SPIE 4150/5150; SPIE 4161/5161; SPIE 4162/5162; SPIE 4163/5163; junior standing. Registration requires full admission to the Teacher Education Program. Corequisites: SPIE 4172/5172 or SPIE 4173/5173; SPIE 4194/5194 or SPIE 4195/5195 or SPIE 4196/5196 or SPIE 4197/5197 (as associated with the SPIE 4173/5173 or SPIE 4173/5173 corequisite course and teaching focus area).
 SPIE 4172/5172 has a prerequisite of SPIE 3150; SPIE 4150/5150; SPIE 4161/5161; SPIE 4162/5162; SPIE 4163/5163; LITED 3115; MATH 3204 or approved elementary mathematics methods course; junior standing. Registration requires full admission to the Teacher Education Program. Corequisites: SPIE 4171/5171; SPIE 4194/5194.

Entrepreneurship Certificate

The Certificate in Entrepreneurship is open to **all** majors. A student can pursue the Entrepreneurship Minor or Entrepreneurship Certificate, but not both.

The purpose of the program is to engage students in active participation in the development of entrepreneurial enterprises. They will do this through a combination of traditional course work specifically directed to entrepreneurial ventures and participation in an entrepreneurial enterprise experience through the development of a business plan for a new venture and an experiential project.

Undergraduate Majors, Minors, and Certificates

For more information, students should contact the Office of Professional Distinction, CBB 5.

Required

Marketing and Entrepreneurship:		
MKTG 2110	Principles of Marketing	3
ENTR 2010	Financials for the Entrepreneurial Enterprise	3
ENTR 3583/5583	Entrepreneurship	3
ENTR 3586/5586	Entrepreneurial Strategy	3
Economics:		
ECON 1031	Introduction to Business Economics **	3
Total Hours		15

* ECON 1041 and ECON 1051 will substitute for *ECON 1031*.

Esports Administration Certificate

Esports Administration Certificate

Required:

LRNTECH 2600	From Player to Leader: The Esports Experience	3
Choose one of the following:		3
COMM PR 4856/585	Public Relations Special Events Planning	
RTNL 3130	Marketing in Recreation, Tourism and Nonprofit Leadership	
RTNL 3777/5777	Special Events Management	
Choose one of the following:		3
COMM 3055	Organizational Communication	
COMM DM 3660	Sports Journalism *	
COMM PR 4858/585	Sports Public Relations	
Total Hours		9

* COMM DM 3660 has a prerequisite of CM CORE 1001.

Esports Coaching Certificate

Esports Coaching certificate

Required:

EDPSYCH 3300	Level Up: Gamified Learning Environments	3
LRNTECH 2600	From Player to Leader: The Esports Experience	3
Select one of the following:		3
COMM 3055	Organizational Communication	
COMM PR 4856/585	Public Relations Special Events Planning	
COMM PR 4858/585	Sports Public Relations	

RTNL 2150	Foundations of Youth Work	
RTNL 3777/5777	Special Events Management	
Total Hours		9

Essential Communication and Media Skills Certificate

Essential Communication and Media Skills Certificate

Required:

CM CORE 1001	Digital Toolbox	3
CM CORE 3255	Advocacy Campaigns	3
COMM 3155	Professional and Public Communication	3
COMM 3455	Creativity, Storytelling and Identity	3
Select one of the following:		3
CM CORE 1010	Mass Communication and Society	
CM CORE 2020	Communication Research Methods	
CM CORE 4124	Communication and Media Theories	
COMM DM 1611	Media and Power	

Total Hours 15

Exercise Science for Health Professions Certificate

Exercise Science for Health Professionals Certificate

This certificate in Exercise Science for Health Professionals provides undergraduate students with knowledge about planning and designing exercise programs for special populations such as older adults, children, obesity, diabetes, CVD, cancer, anxiety, depression, osteoporosis, multiple sclerosis, COPD, PAD, arthritis, and musculoskeletal injuries.

Required:

KINES 2050	Anatomy and Physiology of Human Movement	3
KINES 3151	Biomechanics	3
KINES 3153	Exercise Physiology	3
KINES 3160	Exercise for Clinical Populations	3

Total Hours 12

Family Development Certificate

Family Development Certificate

Required:

FAM SERV 1020	Family Relationships	3
FAM SERV 1055	Lifespan Development	3
Electives: Choose 4 of the following *		12
FAM SERV 1010	Human Identity and Relationships	
FAM SERV 1057	Human Relationships and Sexuality	
FAM SERV 2054	Dating and Couple Relationships	
FAM SERV 3111/5111	Families and End of Life Issues	
FAM SERV 3150/5150	Families, Aging, and Wellbeing	
FAM SERV 3155/5155	Parenting	
FAM SERV 3161/5161	Families, Alzheimer's, and Related Dementias	
PH 2520	Maternal and Infant Health	
Total Hours		18

* Only one of the following courses may count toward the certificate: FAM SERV 3111/5111, FAM SERV 3150/5150, FAM SERV 3161/5161.

Family Flourishing Certificate

Family Flourishing Certificate

Required:

FAM SERV 1020	Family Relationships	3
FAM SERV 1210	The Creative Experience	3
FAM SERV 2403	The Science and Experience of Human Flourishing	3
Electives: Choose 2 of the following **		6
COUN 4100	Introduction to Professional Counseling	
FAM SERV 2077	Management of Family Resources	
FAM SERV 3145/5145	Violence in Intimate Relationships	
FAM SERV 3150/5150	Families, Aging, and Wellbeing *	
FAM SERV 3160/5160	Prevention and Early Intervention Skills	
FAM SERV 3162/5162	Family Policy and Advocacy	
FAM SERV 4157/5157	Human Sexuality Education *	
PH 2620	Stress and Coping	
Total Hours		15

* FAM SERV 4157/5157 has a prerequisite of FAM SERV 1057; minimum grade of C- in all prerequisite courses; junior standing.

FAM SERV 3150/5150 has a prerequisite of FAM SERV 1020; FAM SERV 1055 or PSYCH 2202; minimum grade of C- in all prerequisite courses; junior standing.

**Only one of the following courses may count toward the certificate: COUN 4100, FAM SERV 3145/5145, FAM SERV 3160/5160, FAM SERV 3162/5162.

Family Life Education Certificate

Family Life Education Certificate

This certificate is only available to Family Services majors.

Required:

FAM SERV 1010	Human Identity and Relationships	3
FAM SERV 1057	Human Relationships and Sexuality	3
FAM SERV 2077	Management of Family Resources	3
FAM SERV 3155/5155	Parenting	3
Choose one of the following:		3
FAM SERV 3162/5162	Family Policy and Advocacy	
POLSCI 4142/5142	Problems in Juvenile and Family Law	
Choose one of the following:		3
FAM SERV 2054	Dating and Couple Relationships	
FAM SERV 3145/5145	Violence in Intimate Relationships	
FAM SERV 3150/5150	Families, Aging, and Wellbeing	
FAM SERV 3160/5160	Prevention and Early Intervention Skills	
Total Hours		18

Financial and Real Estate Sales for Business Majors Certificate

Financial and Real Estate Sales for Business Majors Certificate

Required

Marketing:

MKTG 3153	Professional Selling	3
MKTG 3154	Sales Management	3

Finance:

FIN 3130	Corporate Finance	3

Electives from the following:

		6

Finance:

FIN 3050	Risk Management and Insurance	
FIN 3110	Principles of Real Estate	

Undergraduate Majors, Minors, and Certificates

FIN 3160	Principles of Investments	
Electives from the following:		3
Management:		
MGMT 3974/5974	Ethics, Responsible AI, and Business	
Communication and Media*:		
COMM 3155	Professional and Public Communication	
COMM 4218	Persuasion	
Total Hours		18

* Prerequisite notes:
1) COMM 4218 has junior standing as a prerequisite.
2) COMM 3155 has COMM 1000 Oral Communication as a prerequisite. COMM 1000 will satisfy the Oral Communication requirement of the UNIFI/General Education program.
3) The remaining certificate courses are business courses (i.e., Marketing, Finance, and Management) and all prerequisites for all courses would be required to complete as a business major for which this certificate is the intended audience.

French Language Studies Certificate

French Language Studies Certificate

Required:

15 semester hours of course work, selected from the following:

French:		
FREN 1001	Introduction to French Language and Culture I	
FREN 1002	Introduction to French Language and Culture II	
FREN 1011	French Communication Practice I	
FREN 1012	French Communication Practice II	
FREN 2001	Intermediate French Language and Culture	
FREN 2002	Composition	
FREN 2011	Topics in French Conversation: ____	
FREN 2012	Advanced Topics in French Conversation: ____	
FREN 2015	French Phonetics	
FREN 2020	Francophone Cross-Cultural Bridges	
FREN 3001/5001	Advanced Composition	
FREN 3002	French to English Translation	
FREN 3003/5003	Advanced Conversation	
FREN 3008	Introduction to French Linguistics	

FREN 4030	Francophone Cultures	
Total Hours		15

A written and/or oral proficiency examination at the discretion of the certificate committee.

General Music Certificate

General Music Certificate

Music Majors or Minors may not declare this certificate.

Required		
MUSIC 1100	Soundscapes: Music in Culture	3
Music Theory: Choose from the following:		2
MUS THEO 1100	Introduction to Music Theory	
MUS THEO 1110	Theory I	
Music Ensembles: Choose from the following:		4
MUS ENS 1100	Chorus	
MUS ENS 1120	Ensemble	
MUS ENS 1121	Chamber Music	
MUS ENS 1150	Band	
MUS ENS 1160	Jazz Band	
MUS ENS 1170	Orchestra	
MUS ENS 1180	Marching Band	
Total Hours		9

Geographic Information Systems (GIS) and Cartography Certificate

Geographic Information Systems (GIS) and Cartography Certificate

The Certificate in Geographic Information Systems (GIS) and Cartography is designed to give the student a substantial background in the fields of geographic information systems and digital cartography. Students completing the program will be familiar with the terminology, techniques and theory of GIS and cartography. Hands-on computer experience is a major feature of many of the courses. The program complements majors in disciplines other than geography while increasing the geography major's preparation for the job market.

May be taken at **graduate** and **undergraduate** levels. The student must earn a grade point average of at least 3.00 in the courses taken for the certificate. It is the responsibility of the student to notify the Head of the School of Community and Geographic Innovation during or immediately after the semester in which the course requirements will be or have been completed. Up to 3 credits can be transferred from another institution. For graduate credit GEOG 2410 can be substituted with GEOG 6286 Studies in GIS.

Required		
Geography:		
GEOG 2410	Geographic Information Systems I	3
or		

GEOG 6286 Studies in: GIS		
GEOG 4320/5320	Geographic Information Systems II	3
GEOG 4360/5360	Cartographic Design	3
Electives		6
Select two of the following:		
Geography:		
GEOG 3778/5778	Spatial Data Analysis	
GEOG 4310/5310	GIS Applications: (Variable Topic)	
GEOG 4335/5335	Web Mapping and Data Visualization	
GEOG 4350/5350	Global Positioning System Field Survey Methods	
GEOG 4370/5370	Remote Sensing of the Environment	
GEOG 4380/5380	From Drones to Satellites: Next-Generation Mapping Using Imagery	
GEOG 4385/5385	Advanced Unmanned Aerial Systems Mapping	
GEOG 4390/5390	GIS Programming	
Total Hours		15

Global Health Certificate

Global Health Certificate

Required:

PH 1101	Introduction to Public Health	3
PH 3310/5310	Health Policy and Advocacy	3
PH 3330	Health of Vulnerable Populations	3
PH 3340	International Health	3

Electives (choose one from the following):

ANTH 1002	Introduction to Cultural Anthropology	
ANTH 3102/5102	Culture, Disease, and Healing *	
FAM SERV 1140	Exploring Family Diversity	
PH 3320/5320	Global Service Mission	
SOC 1060	Social Problems	
SOC 3037	Race, Ethnicity and Social Justice	

Total Hours 15

* ANTH 3102/5102 has a prerequisite of SOC 1000 or ANTH 1002; junior standing.

Health and Social Services Certificate

Health and Social Services Certificate

The purpose of this certificate is to provide an overview of issues and topics relevant to students who are interested in providing social services or health education to individuals in public health and healthcare settings.

This certificate is designed for undergraduate students who are preparing to work with persons of varied demographic backgrounds in health-related settings such as clinics, hospitals, and other organizations working to promote public health.

Examples of related majors include Social Work, Public Health, Sociology, Spanish, Family Services, Psychology, Criminology, Anthropology, Communication Studies, Education, Management, Public Administration, Public Policy, and Political Science, Gerontology, Communication Sciences and Disorders.

Required:

PH 1101	Introduction to Public Health	3
SW 1001	Introduction to Social Work and Social Services	3

One elective course from the following:

FAM SERV 3111/5111	Families and End of Life Issues	3
FAM SERV 3150/5150	Families, Aging, and Wellbeing *	
PH 2520	Maternal and Infant Health	
PH 2530	Introduction to Women's Health	
PH 2630	Aging and Health	
PH 3330	Health of Vulnerable Populations	
PSYCH 3204/5204	Psychology of Aging	
SOC 2030	Sociology of Families *	
SOC 3035/5035	Social Gerontology *	
SOC 3086/5086	Medical Sociology *	
SOC 4052/5052	Childhood Inequalities *	
SW 4173/5173	Social Services for Older Adults	

One elective course from the following:

ANTH 3102/5102	Culture, Disease, and Healing *	3
FAM SERV 1055	Lifespan Development	
PH 2420	Nutrition for Health Promotion *	
PH 2620	Stress and Coping	
PH 3310/5310	Health Policy and Advocacy	
PH 3730	Toxins and Health	
PH 4663/5663	Human Diseases	
PHIL 3110	Perspectives on Death and Dying	

Undergraduate Majors, Minors, and Certificates

PHIL 3510/ CAP 3173/ RELS 3510	Bio-Medical Ethics	
PSYCH 3303/5303	Health Psychology *	
SOC 3087/5087	Society and Mental Illness *	
SW 2045	American Racial and Minoritized Populations	
SW 4164	Human Behavior and the Social Environment *	
SW 4171/5171	Addictions Treatment	
Total Hours		12

* The following courses have prerequisites:

PH 2420 has a prerequisite of PH 1410.

SOC 2030, SOC 3035/5035, SOC 3086/5086, SOC 3087/5087, and SOC 4052/5052 have a prerequisite of SOC 1000 or SOC 1060.

SW 4164 has a prerequisite of a Biology course (BIOL 1014 preferred).

FAM SERV 3150/5150 has a prerequisite of FAM SERV 1020 and FAM SERV 1055 or PSYCH 2202.

ANTH 3102/5102 has a prerequisite of SOC 1000 or ANTH 1002.

PSYCH 3303/5303 has a prerequisite of PSYCH 1001.

Health Care Administration (for Business Majors and Non-Business Majors) Certificate

This certificate is available to Business Majors or Non-Business Majors.

- Health Care Administration (for Business Majors)
- Health Care Administration (for Non-Business Majors)

Health Care Administration (for Business Majors) Certificate

The interdisciplinary Health Care Administration certificate for Business Majors includes courses which develop basic business skills for students desiring business careers in health care. Both nonprofit and for-profit health institutions such as clinics, hospitals, insurance companies, medical offices, and long-term care facilities require employees with business skills. Business professionals manage employees, manage finances, raise funds, reduce and manage risk, work with or for insurance companies, and seek ways to provide effective and cost-efficient care. Requires completion of any business major.

Required:

Accounting:		
ACCT 2120	Principles of Financial Accounting	3
Economics:		
ECON 2140	Health Economics	3
Public Health and Education:		
PH 1101	Introduction to Public Health	3

or CAP 3160	Community and Public Health	
PH 3640	Worksite Health Promotion	3
Electives (one of the following):		3
ECON 1001	Economics of Social Issues *	
ECON 2112	Intermediate Microeconomic Theory	
ECON 3217/5217	Economics of Labor Markets	
ECON 3371	Economic and Business Forecasting	
POLSCI 1048	Introduction to Public Administration	
Electives (two of the following):		6
Anthropology:		
ANTH 3102/5102	Culture, Disease, and Healing **	
Capstone courses:		
CAP 3173/ RELS 3510/PHIL 3510	Bio-Medical Ethics	
CAP 3194/ RELS 3110/PHIL 3110	Perspectives on Death and Dying	
Criminology:		
CRIM 3369	Drugs and Society **	
Family Services:		
FAM SERV/GERO 3161	Families, Alzheimer's, and Related Dementias	
Finance:		
FIN 3050	Risk Management and Insurance	
Gerontology:		
GERO/FAM SERV 3111	Families and End of Life Issues	
GERO 4170/5170	Long Term Care Administration	
Philosophy:		
PHIL/RELS 3110	Perspectives on Death and Dying	
Psychology:		
PSYCH 3303/5303	Health Psychology **	
Public Health and Education:		
PH 2630	Aging and Health	
PH 2620	Stress and Coping	
PH 3320/5320	Global Service Mission	
PH 2530	Introduction to Women's Health	
PH 3330	Health of Vulnerable Populations	
PH 3340	International Health	
PH 3720	Environmental and Occupational Health Regulations	
Sociology:		
SOC 3035/5035	Social Gerontology **	

SOC 3086/5086	Medical Sociology **	
Total Hours		21

* Course can be used to satisfy the Responsibility requirement in the UNIFI/General Education program.

**The following courses have additional prerequisites:

ANTH 3102/5102 has prerequisite of SOC 1000 or ANTH 1002. SOC 1000 can be used to satisfy the Human Condition - Domestic requirement in the UNIFI/General Education program. ANTH 1002 can be used to satisfy the Human Condition - Global requirement in the UNIFI/General Education program. CRIM 3369 has prerequisite of SOC 1000 or

SOC 1060; CRIM 2025. SOC 1000 can be used to satisfy the Human Condition (Domestic) requirement in the UNIFI/General Education program.

PSYCH 3303/5303 has prerequisite of PSYCH 1001. PSYCH 1001 can be used to satisfy the Human Condition (Domestic) requirement in the UNIFI/General Education program.

SOC 3035/5035 and SOC 3086/5086 have prerequisite of SOC 1000 or SOC 1060. SOC 1000 and SOC 1060 can be used to satisfy the Human Condition (Domestic) requirement in the UNIFI/General Education program.

Health Care Administration (for Non-Business Majors) Certificate

The interdisciplinary Health Care Administration certificate for Non-Business majors includes courses which develop basic business skills for students desiring business careers in health care. Both nonprofit and for-profit health institutions such as clinics, hospitals, insurance companies, medical offices, and long-term care facilities require employees with business skills. Business professionals manage employees, manage finances, raise funds, reduce and manage risk, work with or for insurance companies, and seek ways to provide effective and cost-efficient care.

Required:

Accounting:		
ACCT 2120	Principles of Financial Accounting	3
Economics:		
ECON 1031	Introduction to Business Economics	3
or ECON 1041	Principles of Macroeconomics	
or ECON 1051	Principles of Microeconomics	
ECON 2140	Health Economics	3
Public Health and Education:		
PH 1101	Introduction to Public Health	3
or CAP 3160	Community and Public Health	
PH 3640	Worksite Health Promotion	3
Elective(s) from the following (select one if major or minor requires no economics; select two if major or minor requires economics):		3-6
Anthropology:		
ANTH 3102/5102	Culture, Disease, and Healing *	

Capstone courses:

CAP 3173/ RELS 3510/PHIL 3510	Bio-Medical Ethics	
CAP 3194/ RELS 3110/PHIL 3110	Perspectives on Death and Dying	
Criminology:		
CRIM 3369	Drugs and Society *	
Economics:		
ECON 1001	Economics of Social Issues	
Family Services:		
FAM SERV/GERO 3161	Families, Alzheimer's, and Related Dementias	
Finance:		
FIN 3050	Risk Management and Insurance	
Gerontology:		
GERO/FAM SERV 3111	Families and End of Life Issues	
GERO 4170/5170	Long Term Care Administration	
Philosophy:		
PHIL/RELS 3110	Perspectives on Death and Dying	
Political Science:		
POLSCI 1048	Introduction to Public Administration	
Psychology:		
PSYCH 3303/5303	Health Psychology *	
Public Health and Education:		
PH 2630	Aging and Health	
PH 2620	Stress and Coping	
PH 3320/5320	Global Service Mission	
PH 2530	Introduction to Women's Health	
PH 3330	Health of Vulnerable Populations	
PH 3340	International Health	
PH 3720	Environmental and Occupational Health Regulations	
Sociology:		
SOC 3035/5035	Social Gerontology *	
SOC 3086/5086	Medical Sociology *	
Total Hours		18-21

* The following courses have additional prerequisites:

ANTH 3102/5102 has prerequisite of SOC 1000 or ANTH 1002. SOC 1000 or ANTH 1002 can be used to satisfy UNIFI/General Education requirements.

CRIM 3369 has prerequisite of SOC 1000 or SOC 1060; CRIM 2025. SOC 1000 can be used to satisfy the Human Condition (Domestic) requirement in the UNIFI/General Education program.

Undergraduate Majors, Minors, and Certificates

PSYCH 3303/5303 has prerequisite of PSYCH 1001. PSYCH 1001 can be used to satisfy the Human Condition (Domestic) requirement in the UNIFI/General Education program.
SOC 3035/5035 and SOC 3086/5086 have prerequisite of SOC 1000 or SOC 1060. SOC 1000 or SOC 1060 can be used to satisfy the Human Condition (Domestic) requirement in the UNIFI/General Education program.

Hispanic Cultures Certificate

Hispanic Cultures Certificate

Required:

Spanish:	6
SPAN 2002	Intermediate Spanish II *
SPAN 3001	Advanced Writing
or SPAN 3050/5050	Written Communication
or SPAN 3006	Spanish for Heritage Speakers
Spanish:	
9 hours of course work, selected from the following:	9
SPAN 3020	Cultures and Civilization of Latin America
SPAN 3023	Cultures and Civilization of Spain
SPAN 3027	Latinos in the United States
SPAN 3052/5052	Contemporary Hispanic Culture
SPAN 4041/5041	Hispanic Cultures: (Topic)
SPAN 4046/5046	Topics in Language and Culture: _____
SPAN 4066/5066	Topics in Literature and Culture: _____
Total Hours	15

* SPAN 2002 has prerequisite of SPAN 2001 or equivalent.

History Social Sciences Endorsements - Teaching Certificate

History Social Sciences Endorsements - Teaching Certificate

This 15-hour interdisciplinary certificate offers History Teaching majors an opportunity to earn two of the Iowa Social Sciences Endorsements for Grades 5-12 (endorsement #1861). Students will complete 9 hours in American Government and 6 hours in one additional endorsement area. This certificate is available to History Teaching majors only.

Required Coursework:

American Government	9
POLSCI 1014	Power & Politics in the U.S.

Select two of the following:

POLSCI 1048	Introduction to Public Administration
POLSCI 2131	American State Politics
POLSCI 3112	Campaigns and Elections
POLSCI 3132	Community Politics
POLSCI 3134	Congress: The First Branch
POLSCI 3141	Constitutional Law

Choose 6 hours from one of the following subject areas: 6

Economics	
ECON 1001	Economics of Social Issues
ECON 1031	Introduction to Business Economics
ECON 1041	Principles of Macroeconomics
ECON 1051	Principles of Microeconomics *

Geography	
GEOG 1110	Global Geography
or GEOG 1120	Peoples, Cultures, and Environments
GEOG 1210	Planet Earth
or GEOG 1310	Digital Earth

Psychology	
PSYCH 1001	Introduction to Psychology
PSYCH 2000/3000	elective

Sociology	
SOC 1000	Introduction to Sociology
or SOC 1060	Social Problems
Elective in Sociology (SOC)	

Total Hours 15

* This course has additional prerequisites.

Industrial Management Certificate

Industrial Management Certificate

Required:

STAT 1772	Introduction to Statistical Methods	3
TECH 3100/5100	Engineering Cost Analysis	3
TECH 3131/5131	Technical Project Management	3
or TECH 3143	Managing Operations and Manufacturing Systems	
TECH 3142	Statistical Quality Control	3
TECH 4187	Applied Industrial Supervision and Management	3
TECH 4225/5225	Integrated Logistics	3
Total Hours		18

Instrumental Performance Certificate

Instrumental Performance Certificate

Departmental audition requirements apply to this certificate. Course requirements are in addition to requirements for any degree, including music.

This certificate is not available to students enrolled in the Bachelor of Music in Instrumental Performance or Bachelor of Music in Jazz Studies.

Required

Applied Music Lessons - Select 6 hours of the following in addition to Applied Music Lessons taken for Music Major. 6

MUS APPL 1290	Bassoon
MUS APPL 1300	Flute
MUS APPL 1310	Oboe
MUS APPL 1320	Clarinet
MUS APPL 1330	Applied Jazz Trombone
MUS APPL 1340	Saxophone
MUS APPL 1350	Horn
MUS APPL 1360	Cornet-Trumpet
MUS APPL 1370	Trombone
MUS APPL 1380	Euphonium
MUS APPL 1390	Tuba
MUS APPL 1400	Percussion
MUS APPL 1410	Violin
MUS APPL 1420	Viola
MUS APPL 1430	Cello
MUS APPL 1440	String Bass
MUS APPL 1450	Harp
MUS APPL 1460	Piano
MUS APPL 1480	Organ
MUS APPL 1490	Voice
MUS APPL 1500	Harpsichord
MUS APPL 1520	Guitar
MUS APPL 1530	Jazz Guitar
MUS APPL 1560	Jazz Bass
MUS APPL 1570	Jazz Piano
MUS APPL 1580	Jazz Saxophone
MUS APPL 3290/5290	Bassoon
MUS APPL 3300/5300	Flute
MUS APPL 3310/5310	Oboe
MUS APPL 3320/5320	Clarinet
MUS APPL 3330/5330	Applied Jazz Trombone
MUS APPL 3340/5340	Saxophone
MUS APPL 3350/5350	Horn
MUS APPL 3360/5360	Cornet Trumpet
MUS APPL 3370/5370	Trombone
MUS APPL 3380/5380	Euphonium

MUS APPL 3390/5390 Tuba

MUS APPL 3400/5400 Percussion

MUS APPL 3410/5410 Violin

MUS APPL 3420/5420 Viola

MUS APPL 3430/5430 Cello

MUS APPL 3440/5440 String Bass

MUS APPL 3450/5450 Harp

MUS APPL 3460/5460 Piano

MUS APPL 3480/5480 Organ

MUS APPL 3490/5490 Voice

MUS APPL 3500/5500 Harpsichord

MUS APPL 3520/5520 Guitar

MUS APPL 3530/5530 Jazz Guitar

MUS APPL 3560/5560 Jazz Bass

MUS APPL 3570/5570 Jazz Piano

MUS APPL 3580/5580 Jazz Saxophone

Music Ensembles - Select 6 hours of the following in addition to Music Ensembles taken for Music Major. 6

MUS ENS 1120	Ensemble
MUS ENS 1121	Chamber Music
MUS ENS 1150	Band
MUS ENS 1160	Jazz Band
MUS ENS 1170	Orchestra
MUS ENS 3121/5121	Chamber Music
MUS ENS 3120/5120	Ensemble
MUS ENS 3150/5150	Band
MUS ENS 3160/5160	Jazz Band
MUS ENS 3170/5170	Orchestra

Total Hours 12

International Business, Culture, and Language Certificate

International Business, Culture, and Language Certificate

The Certificate in International Business, Culture, and Language is available to Wilson College of Business students majoring in Accounting, Business Analytics, Business Teaching, Economics, Finance, Human Resource Management, Management, Management Information Systems, Marketing, Real Estate, and Supply Chain Management and to students completing the General Business Concepts minor. The purpose of this certificate is to encourage students to seek language and cultural knowledge in order to build a foundation for understanding the global environment in which business operates.

International Business

MGMT 3189/5189 International Management 3

Cultural and Political Perspectives

Select one of the following: 3

Political Science:

POLSCI 1024 International Relations

3. Foreign Language and History *	9-15
Chinese: 14-15 hours	
French: 12 hours	
German: 9 hours	
Spanish: 12 hours	
English: 9 hours	
Total Hours	15-21

International Commerce Certificate

International Commerce Certificate

To declare this certificate, a student must major or minor in a modern language.

Marketing:		
MKTG 2110	Principles of Marketing	3
Management:		
MGMT 3153	Organizational Management	3
MGMT 3189/5189	International Management	3
Advanced writing course:		3
SPAN 3001	Advanced Writing	
or SPAN 3006	Spanish for Heritage Speakers	
or FREN 3001/5001	Advanced Composition	
Economics:		
ECON 1031	Introduction to Business Economics	3
Elective course in business, culture and civilization, or other approved course, in the respective modern language		3
Total Hours		18

International Peace and Security Certificate

International Peace and Security Certificate

The Certificate in International Peace and Security is designed to provide a specialized and in-depth knowledge of theories, concepts and evidence about issues of conflict and peace in world politics. Students will develop analytical and practical skills on matters of diplomacy and conflict resolution, coupled with a breadth of understanding about contemporary issues, about the different types and forms of international violence that exist, as well as the causes of and solutions to such conflict.

If your career goals are in foreign service, public or private sector conflict mediation, international business and risk assessment, homeland security or military service, this certificate program will be an invaluable benefit to your education. Any student seeking advanced study in international security, or who wishes to foster peace and understand war, is eligible and will find this intensive program rewarding.

Required

International Relations core:		
POLSCI 1025	Global Politics	3
POLSCI 3120	International Security	3

Electives

Select a minimum of 9 hours from the following: 9

Communication:

COMM 4344/5344	Intercultural Communication

International Relations & Comparative Politics:

POLSCI 3121	Unconventional Warfare
POLSCI 3122	Alliance Politics
POLSCI 3126	Human Rights
POLSCI 3127	United States Foreign Policy
POLSCI 3130	Autocratic Politics

History:

HIST 4675/5675	Great Power Diplomacy from the Congress of Vienna to the Present
HIST 4680/5680	Military History from Napoleon to the Present

Total Hours 15

* POLSCI 1024 satisfies the Human Condition (Global) UNIFI/General Education requirement.

Jazz Composition and Arranging Certificate

Jazz Composition and Arranging Certificate

This certificate is not available to students enrolled in the Bachelor of Music Jazz Studies major or the Bachelor of Music Education: Jazz/General major.

Required

Applied Jazz Composition - select two hours of the following: 2

MUS APPL 1540	Composition
MUS APPL 3540/5540	Composition

Jazz Theory

MUS THEO 1110	Theory I Can be waived if student has requisite background -- contact the School of Music.	2

Select one of the following: 1

MUS TECH 1500	Instrumental Jazz Improvisation - Theory
MUS TECH 3500/5500	Instrumental Jazz Improvisation - Theory

MUS THEO 3320/5320	Jazz Composition Class	1
MUS THEO 3270/5270	Jazz Arranging I	2
MUS THEO 3280/5280	Jazz Arranging II	2

Total Hours 10

Jazz Performance Certificate

Jazz Performance Certificate

This certificate is not available to students enrolled in the Bachelor of Music Jazz Studies major or the Bachelor of Music Education: Jazz/General major.

Required

Music Ensembles: MUS ENS 1160/3160 (Jazz Bands and Combos) 4 hours should be in Jazz Ensemble (MUS ENS 1160/3160 sections 1-3) and 4 hours should be in Jazz Combos (MUS ENS 1160/3160 Sections 4 or higher) 8

MUS ENS 1160 Jazz Band
MUS ENS 3160/5160 Jazz Band

Jazz Theory

MUS THEO 1110 Theory I Can be waived if student has requisite background -- contact the School of Music. 2

Select one of the following: 1

MUS TECH 1500 Instrumental Jazz Improvisation - Theory

MUS TECH 3500/5500 Instrumental Jazz Improvisation - Theory

Jazz Improvisation 1: Select from the following: 1

MUS TECH 1530 Instrumental Jazz Improvisation I

MUS TECH 3530/5530 Instrumental Jazz Improvisation I

Jazz Improvisation 2: Select from the following: 1

MUS TECH 1550 Instrumental Jazz Improvisation II

MUS TECH 3550/5550 Instrumental Jazz Improvisation II

Total Hours 13

Linguistic Studies Certificate

Linguistic Studies Certificate

The Linguistic Studies Certificate is an interdisciplinary program that provides students with the opportunity to expand their language proficiency in a second language in combination with interdisciplinary coursework in linguistics and related fields. Linguistic Studies will complement the work students are doing in their major field(s) of study and is particularly appropriate for students with majors, minors, or certificates in TESOL, Spanish, French Studies, Chinese Studies, Philosophy, Communication Sciences & Disorders*, Sociology, Anthropology, Education, and Global Studies. This certificate is also of interest to students pursuing intermediate coursework in the following languages: American Sign Language (ASL), Chinese, French, or Spanish.

Area A: Language 3-5

One language course in Chinese, American Sign Language, French, or Spanish at the intermediate level or higher.

Students will choose one of the following language courses:

CHIN 1011 Intermediate Chinese I *
ASL 3196 American Sign Language (ASL) III *

FREN 2001 Intermediate French Language and Culture *

SPAN 2001 Intermediate Spanish I *

Area B: Language Analysis

Introductory Linguistics

One of the following courses 3

FREN 3008 Introduction to French Linguistics *

SPAN 3008 Introduction to Spanish Linguistics *

TESOL 3110 The Structure of English

TESOL 4120/5120 Introduction to Linguistics

Advanced Linguistics

One of the following courses 3

CSD 3100 Language Acquisition in Children: Birth to 5 Years

CSD 3120 Phonetics in Communicative Disorders

FREN 4021/5021 Special Topics in Language and Culture

PHIL 3620 Philosophy of Language: Wittgenstein *

SPAN 4043/5043 Pronunciation and Oral Proficiency

SPAN 4047/5047 Structure of Spanish

TESOL 4350/5350 Phonetics, Phonology, and Language Teaching

TESOL 4340/5340 English Grammar: Form and Function

TESOL 4510/5510 Language Development

Language in Context

One of the following courses 3

ANTH 3001 Language and Culture *
ENGLISH 4025/5025 Theory and Practice of Writing

FREN 2015 French Phonetics

FREN 2020 Francophone Cross-Cultural Bridges

LANG 2020 Constructing Cross-Cultural Bridges

SPAN 4046/5046 Topics in Language and Culture: _____

TESOL 2015 Language Today

TESOL 3550 Constructing Cross-Cultural Bridges

TESOL 3565 Intercultural Perspectives
TESOL 4520/5520 Cultural Aspects of Language and Language Teaching *

TESOL 4540/5540 Sociolinguistics

TESOL 4720/5720 Bilingualism and Bilingual Education *

Total Hours 12-14

- * CHIN 1011 has a prerequisite of CHIN 1001 Elementary Chinese I (4-5 credits) and CHIN 1002 Elementary Chinese II (4-5 credits) or placement exam.
- * ASL 3196 has prerequisites of ASL 3190 American Sign Language (ASL) I (3 credits) and ASL 3195 American Sign Language (ASL) II (3 credits) or placement exam.
- * FREN 2001 has prerequisites of FREN 1001 Introduction to French Language and Culture I (3 credits) and FREN 1002 Introduction to French Language and Culture II (3 credits) or placement exam.
- * SPAN 2001 has prerequisites of SPAN 1001 Elementary Spanish I and SPAN 1002 Elementary Spanish II or placement exam.
- * FREN 3008 has a prerequisite of FREN 3001 Advanced Composition.
- * SPAN 3008 has a prerequisite of SPAN 3001 or SPAN 3006 or SPAN 3050/5050 or equivalent.
- * PHIL 1030 Elementary Logic is a suggested prerequisite for PHIL 3620 Philosophy of Language: Wittgenstein.
- * ANTH 3001 has a prerequisite of PSYCH 1001 or SOC 1000 or ANTH 1002.
- * TESOL 4520/5520 has a prerequisite of TESOL 4120/5120 or TESOL 3110.
- * TESOL 4720/5720 has a prerequisite of TESOL 3110 or TESOL 4120/5120.

Literary Publishing Certificate

Literary Publishing Certificate

This Certificate in Literary Publishing emphasizes professional and creative experiences that position students to participate in the field of literary publishing.

Required	6
ENGLISH 2700	Elements of Creative Writing
ENGLISH 2770	Introduction to Workplace Writing
Advanced	
Choose one of the following:	3
ENGLISH 3710/5710	Craft of Creative Nonfiction
ENGLISH 3715/5715	Craft of Poetry
ENGLISH 3725/5725	Craft of Fiction
ENGLISH 4025/5025	Theory and Practice of Writing
ENGLISH 4765/5765	Applied Writing: Workplace Communication
ENGLISH 4785/5785	Applied Writing: Projects, Grants and Careers
Elective	
Choose two of the following individual courses*:	6
ENGLISH 4040/5040	Digital Writing: Theory and Practice
ENGLISH 4672/5672	Electronic Literature **
ENGLISH 4755/5755	Creative Writing Practicum: North American Review ***
ENGLISH 4775/5775	Applied Writing: Specialized Documents

ENGLISH 4780/5780 The Profession of Editing

Total Hours 15

- * with Department approval, elective credit may also be given for appropriate sections of ENGLISH 4186 Studies in (topic), ENGLISH 4188/5188 Author Seminar: _____, ENGLISH 4190/5190 Seminar in Literature: _____, or ENGLISH 4192 English Senior Seminar: (topic).
- **ENGLISH 4672/5672 has a prerequisite of CM CORE 1001 or ENGLISH 2120 or consent of instructor; junior standing
- ***ENGLISH 4755/5755 may only be used once in this certificate.

Military Psychology Certificate

Military Psychology Certificate

Required Courses

MIL SCI 1091	Introduction to the Army and Critical Thinking	1
MIL SCI 1092	Introduction to the Profession of Arms	1
PSYCH 1093	Military Psychology	1
Elective Courses		12

FAM SERV 3145/5145	Violence in Intimate Relationships
PSYCH 3304	Work Psychology: Well-Being
FAM SERV 3160/5160	Prevention and Early Intervention Skills
PSYCH 3305	Work Psychology: Performance
PSYCH 2401	Clinical Psychology
PSYCH 3403/5403	Abnormal Psychology
PSYCH 3303/5303	Health Psychology
PSYCH 2203	Social Psychology
SW 4171/5171	Addictions Treatment
PSYCH 4705/5705	Research Experience in Psychology *

Total Hours 15

- * PSYCH 4705/5705 may be repeated up to 6 hours. PSYCH 4705/5705 can be substituted for elective courses above. Students develop a research project integrating psychology and military science. Present the results at the spring research conference, an ROTC event, or another public venue. Note – to do this the student would have to obtain a faculty advisor to chair the project. Note that PSYCH 3002 is a prerequisite for this course.

Policies

PSYCH 1001 Introduction to Psychology is a prerequisite for most other psychology courses, and must be taken by all psychology majors and minors. It also counts as a UNIFI/General Education requirement.

Only courses with an earned grade of at least a C- will count toward major, minors, and program certificates.

Undergraduate Majors, Minors, and Certificates

It is possible for psychology majors to graduate with departmental honors provided they have an overall GPA of at least 3.00, a psychology GPA of at least 3.50, and complete a research project deemed worthy of honors by the department. Generally such a project is done in the context of 3 hours of PSYCH 4705/5705 Research Experience in Psychology.

Museum Studies Certificate

Museum Studies Certificate

The Museum Studies Certificate exposes students to the array of occupations in the museum industry and provides them the opportunity to add an experiential component to their academic education. The certificate is available to upper-division undergraduate and graduate students who have completed the introductory course, seminar, internship, and methods and elective courses in their field of study.

The Museum Studies Certificate complements the existing frameworks of department majors. Students will take two or three (depending on variable major requirements) classes (including HIST 3020/ANTH 3440 Introduction to Museum Studies and ARTHIST 4003/5003/HIST 4003/5003 Collections Care and Management hosted by UNI Gallery of Art and UNI Museum), as well as an internship with a community partner (HIST 4035). These internships and electives for the Museum Studies Certificate may be counted towards their major electives and/or university electives. For example, Textile and Apparel requires internships as part of the major; the internship requirements of the MSC will complement that major requirement. HIST 3020/ANTH 3440 Introduction to Museum Studies and ARTHIST 4003/5003/HIST 4003/5003 Collections Care and Management with UNI Gallery of Art and UNI Museum will be available every year.

The introductory course is taught by faculty in the History department, the seminar in collections care and management is conducted through the Art department by UNI Gallery of Art in conjunction with UNI Museum. Department faculty liaisons in students' major departments define the methods and elective curricula and oversee their students' museum internships.

HIST 3020/ ANTH 3440	Introduction to Museum Studies	3
HIST/ARTHIST 4003	Collections Care and Management	3
Major Department - External Museums Internship (see internship options below)		3-4
Major Department - Methods (see methods options below)		3-4
Major Department - Electives (see elective options below)		3-4
Total Hours		15-18

Internship Options:

(Internships are specific to each department and are conducted at an institution that identifies as a museum.)

ANTH 4485	Anthropology Internship	3
ART 3179 Cooperative Internship		3
ART 4186/5186 Studies in:		3
BIOL 3179	Cooperative Education	3
EARTHSCI 3179 Cooperative Internship		3

HIST 3179 Cooperative Internship		3
HIST 4035	External Museums Internship in History	3
HIST 4186/5186 Studies in:		3
TEXDSGN 4195	Internship in Textile and Apparel	4
RTNL 4510	Internship in Recreation, Tourism and Nonprofit Leadership	3-4

Methods Options:

ANTH 3450	Archaeological Fieldwork	3
ARTHIST 4000/5000	Research Methods and Writing in Art History	3
ART 4300/5300	Seminar: Critical Issues in Contemporary Art	3
BIOL 3106	Vertebrate Anatomy	4
BIOL 3170	Entomology	3
BIOL 4164/5164	Mammalogy	4
EARTHSCI 1100	Astronomy	3
EARTHSCI 3210/5210	Meteorology	4
EARTHSCI 3325/5325	Sedimentary Geology	4
HIST 4010/5010	Introduction to Public History	3
RTNL 4552/5552	Outdoor Education and Leadership	3
TEXDSGN 2004	EuroAmerican Fashion Design History	3

Elective Options:

ANTH 2018	Food and Culture	3
ANTH 2430	Bioarchaeology	3
ANTH 3202/5202	Human Biological Variation	3
ANTH 3501	Research Experience in Anthropology	3
ART: Any Art Studio 3000 or 4000-level course		3
ARTHIST: Any Art History 4000-level course		3
BIOL 2051	General Biology: Organismal Diversity	4
BIOL 3100	Evolution, Ecology and the Nature of Science	3
BIOL 3106	Vertebrate Anatomy	4
BIOL 3120	Plant Diversity and Evolution	4
BIOL 3160	Field Zoology of Vertebrates	4
BIOL 3170	Entomology	3
BIOL 4164/5164	Mammalogy	4
BIOL 4167/5167	Conservation Biology	3
CHEM 4310/5310	Instrumental Analysis	3
EARTHSCI 3110/5110	Observational Astronomy	2
EARTHSCI 3220/5220	Weather Analysis and Forecasting	3
EARTHSCI 3330/5330	Geomorphology	4
EARTHSCI 3340/5340	Oceanography	3
HIST: Any History 4000-level course		3
TEXDSGN 1002	Textile Science	3
RTNL 2130	Foundations of the Nonprofit Sector	3

RTNL 3121	Philosophical Foundations of Recreation, Tourism and Nonprofit Leadership	3
RTNL 4320	Financial Resource Management in Recreation, Tourism and Nonprofit Leadership	3
TEXDSGN 2007	Apparel Assembly and Technical Design	3

Music Composition Certificate

Music Composition Certificate

This certificate is designed to provide additional music composition training for music majors. Students who are not majoring in music may pursue this certificate if they complete an additional 6 hours of core music theory classes: MUS THEO 1110, MUS THEO 1120, and MUS THEO 2130.

This certificate is not available to majors in the Bachelor of Music in Composition.

Required

MUS THEO 1300	Topics in Music Composition	2
MUS THEO 3100	Analysis of Music	2
Applied Composition Lessons		2
MUS APPL 1540	Composition	
Music Electives: Choose from the following:		3
MUS THEO 3250/5230	Counterpoint Survey	
MUS THEO 3260/5210	Orchestration	
New Music Ensemble: Choose from the following:		2
MUS ENS 1120	Ensemble	
MUS ENS 3120/5120	Ensemble	
Total Hours		11

Music Technology Certificate

Music Technology Certificate

This certificate is not available to students enrolled in the Bachelor of Arts in Music Technology track.

Required

MUS THEO 1300	Topics in Music Composition	2
MUS THEO 3220/5220	Music and Technology	4
MUS THEO 3230/5230	Music Technology, Advanced	4
Total Hours		10

Music Theory Certificate

Music Theory Certificate

This certificate is designed to provide additional music theory training for music majors. Students who are not majoring in music may pursue this certificate if they complete an additional 6 hours of core

music theory classes: MUS THEO 1110, MUS THEO 1120, and MUS THEO 2130.

This certificate is not available to students majoring in the Bachelor of Music Performance in the Instrumental or Vocal tracks.

Required

MUS THEO 3100	Analysis of Music	2
Music Theory Electives: Choose two from:		6
MUS THEO 3200/5210	Topics in Music Theory and Analysis	
MUS THEO 3250/5230	Counterpoint Survey	
MUS THEO 3260/5210	Orchestration	
Total Hours		8

Nonprofit Leadership Certificate

Nonprofit Leadership Certificate

This certificate provides knowledge, skill-building and professional experience for students interested in working in the nonprofit sector. Earning this certificate at UNI also enables students to earn a national certificate in Nonprofit Management from Nonprofit Leadership Alliance.

Required:

RTNL 2130	Foundations of the Nonprofit Sector	3
RTNL 2210	Nonprofit Leadership Practicum, Level I	3
or RTNL 4210/5210	Nonprofit Leadership Practicum, Level II	
RTNL 4320	Financial Resource Management in Recreation, Tourism and Nonprofit Leadership	3
or ACCT 2120	Principles of Financial Accounting	
Choose one of the following:		3
RTNL 3110	Management and Human Resources in Recreation, Tourism and Nonprofit Leadership	
RTNL 3130	Marketing in Recreation, Tourism and Nonprofit Leadership	
RTNL 3777/5777	Special Events Management	
Total Hours		12

Organizational Communication and Inclusive Leadership Certificate

Organizational Communication and Inclusive Leadership Certificate

Based in the emphasis areas of organizational communication and leadership communication, the Organizational Communication and Inclusive Leadership certificate demonstrates mastery in how to identify opportunities for organizational leadership infused with the ethics of inclusion. Upon completion of the requisite coursework, a student will be to identify what makes a successful leader, what the principles of inclusion are, and how to implement those principles in ways that enhance the organization’s mission. This certificate can be obtained at the undergraduate (3000/4000) or graduate (5000) level. Courses taken at the graduate level will include additional coursework to differentiate experiences between undergraduate/graduate students.

Required courses: *		
COMM 4120/5120	Inclusive Leadership in the Workplace	3
Elective courses:		6
COMM 4134/5134	Organizational Cultures and Communication	
COMM PR 4857/5857	Crisis Communication	
COMM 3000/5000	Selected Topics in Communication	
Total Hours		9

* Graduate students can substitute up to 3 hours of the 9 hours as Readings in Communication or Studies in Communication with advisor approval.

Organizational Communication and Training Certificate

Organizational Communication and Training Certificate

The Organizational Communication and Training certificate provides students with an in-depth understanding of organizational communication theories and processes, emphasizing how communication impacts organizational effectiveness. Students will develop skills in how to analyze organizational communication, as well as create and deliver high impact organizational training to diverse audiences.

Required:		
COMM 3055	Organizational Communication	3
COMM 4134/5134	Organizational Cultures and Communication	3
COMM 4155/5155	Organizational Communication Assessment	3

COMM 4559	Communication Education and Training	3
CM CORE 2020	Communication Research Methods	3
Total Hours		15

Physics - Teaching Certificate

The Physics Teaching Certificate provides for second endorsement approval by the Iowa Board of Educational Examiners and requires first endorsement approval (major) in another grades 5-12 science discipline, basic science, or all science.

First endorsement approval (major) may also be grades 5-12 mathematics upon completion of a secondary science methods course.

This certificate leads to endorsement #156 physics (5-12). Students must also complete all requirements for a Secondary Science or Mathematics Teaching major, including student teaching.

Required:		
Physics:		
PHYSICS 1511	General Physics I	4
or PHYSICS 1701	Physics I for Science and Engineering	
PHYSICS 1512	General Physics II	4
or PHYSICS 1702	Physics II for Science and Engineering	
PHYSICS 4080/5080	Resources for Teaching Physics	2
Science Education (choose one of the following):		3
EDUC 2385	Teaching Methods I: Secondary Science	
EDUC 3585/5585	Teaching Methods II: Secondary Science	

Electives chosen from the following: 3-5

Elective hours vary by major program. Mathematics Teaching majors and Chemistry Teaching majors must select three hours from the following; other secondary science teaching majors including Comprehensive Secondary Science Teaching, Middle Level Science Teaching Dual, Biology Teaching, and Earth Science Teaching must select five hours from the following:

PHYSICS 1100	First-Year Projects in Physics
PHYSICS 2300	Physics III: Theory and Simulation
PHYSICS 3000	Undergraduate Research in Physics *
PHYSICS 3030	Robotics and Sensors
PHYSICS 3100	Introduction to Quantum Computing
PHYSICS 4050/5050	Optical Science
PHYSICS 4100/5100	Modern Physics
PHYSICS 4110/5110	Modern Physics Laboratory
PHYSICS 4200/5200	Nanoscience
PHYSICS 4210/5210	Nanotechnology
PHYSICS 4290/5290	Project Lead The Way: Digital Electronics

PHYSICS 4300/5300 Introduction to Electronics	
Total Hours	16-18

* A maximum of 2 hours are allowed.

Post-Colonial and Multicultural Literary Studies Certificate

Post-Colonial and Multicultural Literary Studies Certificate

This certificate offers explorations of post-colonial, multicultural, and ethnic literary studies that will help equip students to participate in an increasingly diverse society.

Required:

Completion of UNIFI Written Communication as follows. Select one of the following: 3-6

UNIV 1000 & UNIV 1010	First-Year Cornerstone: Integrated Communication I and First-Year Cornerstone: Integrated Communication II (UNIFI Written Communication not satisfied until UNIV 1010 also completed)
ENGLISH 1005	College Writing and Research
ENGLISH 2015	Introduction to Writing Studies
ENGLISH 2120	Critical Writing About Literature

Languages and Literatures:	3
ENGLISH 2520	Multicultural Literature

Electives:	12
(To include at least 9 hours of 3000/4000-level courses)	

Languages and Literatures:	
ENGLISH 1120	Literature: (topic) (Literature: Native American Literature)
ENGLISH 4120/5120	Literature, Gender and Intersectionality
ENGLISH 4540/5540	African American Literature
ENGLISH 4560/5560	Asian American Literature

TESOL/Applied Linguistics:	
TESOL 4540/5540	Sociolinguistics

French:	
FREN 4028/5028	Special Topics in Francophone Literature

Spanish:	
SPAN 3004	Introduction to Hispanic Literature
SPAN 3020	Cultures and Civilization of Latin America

SPAN 3027	Latinos in the United States
Total Hours	18-21

**The following courses have additional prerequisites:

ENGLISH 4120/5120 has a prerequisite of ENGLISH 2120 or consent of instructor
ENGLISH 4540/5540 and ENGLISH 4560/5560 have a prerequisite of ENGLISH 2120 or ENGLISH 2520 or consent of instructor
TESOL 4540/5540 has a prerequisite of TESOL 4120/5120 or TESOL 3110.

FREN 4028/5028 has a prerequisite of FREN 3001/5001; FREN 3004; or equivalents.

SPAN 3004, SPAN 3020 and SPAN 3027 have a prerequisite of SPAN 3001 or SPAN 3006 or SPAN 3050/5050 or equivalent.

Public History Certificate

Public History Certificate

This certificate is available to history majors and non-history majors who have completed a prescribed course of study within public history. This program exposes students to the array of opportunities available in the fields of public history and an opportunity to add an experiential component to their academic education. Individual curricula will be defined in consultation with the program's director.

Required

History

HIST 4010/5010	Introduction to Public History	3
Two history or related courses at the 3000-level or above		6
Select 6 hours from the following:		6
HIST 3179	Cooperative Education	
HIST 4030/5030	Internship in Historical Studies	
HIST 4035	External Museums Internship in History	

Total Hours	15

Public Personnel & Human Resources Certificate

Public Personnel & Human Resources Certificate

The Certificate in Public Personnel and Human Resources is designed to provide a specific set of skills to students who would like to pursue careers in public settings (federal, state, or local government) or non-profit agencies related to the management of personnel and human resources. This certificate especially compliments the Public Administration major, but is also suitable for students who want to work in public agencies such as school administration, city management, public health, social services, or public safety.

Required:

Political Science:		
POLSCI 1014	Power & Politics in the U.S. *	3

Undergraduate Majors, Minors, and Certificates

POLSCI 1048	Introduction to Public Administration	3
POLSCI 3174	Management of Public Human Resources	3
Psychology:		
PSYCH 1001	Introduction to Psychology	3
PSYCH 3304	Work Psychology: Well-Being	3
Electives (select a minimum of 3 hours from the following):		3
Recreation, Tourism and Nonprofit Leadership:		
RTNL 3337	Human Resource Development for Recreation, Tourism and Nonprofit Leadership	
Management:		
MGMT 3965/5965	Organizational Behavior	
Political Science:		
POLSCI 4173	Politics and Public Policy	
Psychology:		
PSYCH 3305	Work Psychology: Performance	
Social Work:		
SW 4163	Diversity and Difference *	
Total Hours		18

* * These courses have additional prerequisites as follows:
SW 4163 has a prerequisite of SOC 1000. SOC 1000 satisfies the Human Condition (Domestic) UNIFI/General Education requirement.
**POLSCI 1014 satisfies the Human Condition (Domestic) UNIFI/General Education requirement.

Public Relations in Entertainment Certificate
Public Relations in Entertainment Certificate

This certificate focuses on learning about different types of theatre performances and techniques and strategies to promote all entertainment platforms.

Required:		
COMM 2256	Performing Texts	3
COMM PR 1811	Principles of Public Relations	3
COMM PR 4856/5856	Public Relations Special Events Planning	3
THEATRE 1010	Foundations of Theatre	3
THEATRE 1011	Foundations of Theatre Lab	1
Total Hours		13

Religious Literacy Certificate
Religious Literacy Certificate

The Certificate in Religious Literacy emphasizes the ways that religion interacts with many different areas of social, cultural, and political life,

and will be beneficial to those preparing for careers in a wide variety of fields, including--but not limited to--health, education, business, social work, law, politics, criminology, psychology, family services, and communications. Using the American Academy of Religion's guidelines for teaching and learning religious literacy in K-12 schools and in higher education, UNI's Religious Literacy Certificate provides students with content knowledge and transferable skills based in the academic study of religion.

Required: (Choose 2)		6
RELS 1020	Religions of the World	
RELS 1040	The Power of Myth: (Topic)	
RELS 1060	American Religious Diversity	
Electives: select two of the following		6
RELS 2001	Old Testament and Other Hebrew Scriptures	
RELS 2002	New Testament and Early Christian Writings	
RELS 2600	Religion and the Public Schools	
RELS 3180	Religion and Politics: (Topics)	
RELS 3200	Religion and Law	
RELS 3400	Religion and Race	
RELS 4230/ HIST 4250/5250	Religion in America	
Total Hours		12

School Psychology Certificate
School Psychology Certificate

Required Courses		
PSYCH 1001	Introduction to Psychology	3
PSYCH 2202	Developmental Psychology	3
or EDPSYCH 2030	Dynamics of Human Development	
PSYCH 3603/5603	Child and Adolescent Psychopathology	3
EDPSYCH 4118/5118	Mental Health and Well-Being in the Classroom	3
Elective Courses		6
COMM 2344	Interpersonal Communication	
COMM 3055	Organizational Communication	
COMM 4333/5333	Communication and Conflict Management	
FAM SERV 1020	Family Relationships	
FAM SERV 3145/5145	Violence in Intimate Relationships	
FAM SERV 3155/5155	Parenting *	
PSYCH 2401	Clinical Psychology	
PSYCH 3303/5303	Health Psychology	

PSYCH 4705/5705	Research Experience in Psychology (Relevant project required)*	
Total Hours		18

* FAM SERV 3155/5155 has a prerequisite of FAM SERV 1020; FAM SERV 1055 or PSYCH 2202; minimum grade of C- in all prerequisite courses; junior standing.
 PSYCH 4705/5705 has a prerequisite of PSYCH 1001; PSYCH 3002; 15 hours in Psychology; junior standing; consent of instructor.

Policies

PSYCH 1001 Introduction to Psychology is a prerequisite for most other psychology courses, and must be taken by all psychology majors and minors. It also counts as a UNIFI/General Education requirement.

Only courses with an earned grade of at least a C- will count toward major, minors, and program certificates.

It is possible for psychology majors to graduate with departmental honors provided they have an overall GPA of at least 3.00, a psychology GPA of at least 3.50, and complete a research project deemed worthy of honors by the department. Generally such a project is done in the context of 3 hours of PSYCH 4705/5705 Research Experience in Psychology.

Schooling & the Future of Education Certificate

Schooling & the Future of Education Certificate

The Schooling and the Future of Education certificate is a nine (9) credit hour program designed to provide future educators the opportunity to examine and explore the recent, dynamic societal changes of the 21st century as educational problems. Students will investigate contemporary controversies, challenges, and issues surrounding P 12 education and will be given the opportunity to re-imagine the purpose and practices of schooling by applying interpretive, normative, and critical perspectives from the interdisciplinary field of Social Foundations of Education. This certificate is designed for students in Early Childhood Education, Elementary Education, and Secondary Education. The purpose of this certificate is to help future teachers think deeply and critically about contemporary educational problems through the lens of Social Foundations to support them in becoming advocates for inclusion, equity, and social justice in 21st century schools and communities.

Choose 3 of the following courses: 9

SOCFOUND 2119	Social & Cultural Foundations of Education
SOCFOUND 2134	A Modern History of Education in the United States
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)
SOCFOUND 2274	Democracy and Education in the 21st Century

SOCFOUND 2334	Education Policy and Politics of Education
SOCFOUND 3219	Critical Perspectives on Technology and Education
SOCFOUND 3319	Education and the Value Gap
SOCFOUND 3334	Education, Power, and Change
SOCFOUND 3419	Special Topics in Cultural Studies of Education
SOCFOUND 3434	Social Movements and Education
SOCFOUND 3519	Teacher Leadership & Educational Change
SOCFOUND 4200/5200	The Ethics of Education in the Age of Technological Innovation
SOCFOUND 4234/5234	Philosophy of Education
Total Hours	9

Sociology of Family and Life Course Certificate

Sociology of Family and Life Course Certificate

This certificate provides students with a greater understanding of the social dimensions of families across the life course, highlighting how diversity and inequality (by race and ethnicity, gender, class, sexuality, age, etc.) shape our family experiences. Courses in this area examine issues such as gender socialization, juvenile delinquency, cohabitation, marriage, parenthood, divorce, aging, and death and dying. This certificate is relevant to any student pursuing jobs related to community action, social service, public health, long term care, family counseling, program planning, community education, and policy analysis. It may also be beneficial for students interested in applying to graduate and professional schools.

Required

Sociology:		
SOC 1000	Introduction to Sociology *	3
or SOC 1060	Social Problems	
SOC 2010	Research Methods *	3
Select three of the following: **		9
Sociology:		
SOC 2030	Sociology of Families	
SOC 3035/5035	Social Gerontology	
SOC 4010/5010	Sociology of Gender	
Philosophy and World Religions:		
RELS/PHIL 3110	Perspectives on Death and Dying	
Criminology:		
CRIM 2127	Juvenile Delinquency ***	
Total Hours		15

* Students are advised to take SOC 1000 or SOC 1060 and SOC 2010 before taking any of the courses listed below.

******Students may not count any course toward more than two of the following certificates: Certificate in Sociology of Family and Life Course; Certificate in Sociology of Gender and Culture; Certificate in Sociology of Inequality; Certificate in Sociology of Race/Ethnicity and Immigration.

******CRIM 2127 has prerequisites of CRIM 2025 and SOC 1000.

Sociology of Gender and Culture Certificate

Sociology of Gender and Culture Certificate

This program certificate offers students a deeper understanding of gender and culture in society. Classes highlight multiple perspectives, emphasizing that how gender is defined can change over time and place, and that culture can be experienced through the lens of gender. Students earning this certificate gain a well-rounded comprehension of how gender and culture interact in larger society, and can be viewed as a potential employee interested and supportive of cultural competency.

Required		
Sociology:		
SOC 1000	Introduction to Sociology *	3
or SOC 1060	Social Problems	
SOC 2010	Research Methods *	3
Select three of the following: *		9
Sociology/Anthropology:		
SOC 2075	The Self in Social Context	
ANTH 3001	Language and Culture	
SOC 3060/5060	Sociology of Culture	
ANTH 3102/5102	Culture, Disease, and Healing	
ANTH 3104/5104	Gender in Cross-Cultural Perspective	
or PSYCH 4608/5608	Gender in Cross-Cultural Perspective	
SOC 4010/5010	Sociology of Gender	
Criminology:		
CRIM 4331/5331	Women, Crime and Society ***	
Total Hours		15

* Students are advised to take SOC 1000 or SOC 1060 and SOC 2010 before taking any of the courses listed below.

******Students may not count any course toward more than two of the following certificates: Certificate in Sociology of Family and Life Course; Certificate in Sociology of Gender and Culture; Certificate in Sociology of Inequality; Certificate in Sociology of Race/Ethnicity and Immigration.

******Course CRIM 4331/5331 has prerequisites of SOC 1000; SOC 2010; junior standing.

Sociology of Health and Development Certificate

Sociology of Health and Development Certificate

The purpose of this certificate is to investigate the social and cultural forces that influence physical, mental, and emotional health and development, and inequalities in health-related problems by race and ethnicity, sex and gender, social class, ability, age, etc. Courses in this certificate will look at: the social determinants of health; health-seeking behaviors; doctor-patient interactions; health care delivery, access, and ethics; social barriers to treatment, such as stigma; isolation; criminal justice and legal issues; family problems; and domestic and global public health policy. This certificate is relevant to students with interests in health care, public health, social work, criminal justice, mental health counseling, health education, human services, family services, health advocacy, and more.

Required Courses for all Sociology Certificates:		
SOC 1000	Introduction to Sociology	3
or SOC 1060	Social Problems	
SOC 2010	Research Methods	3
*Students are advised to take SOC 1000 Introduction to Sociology or SOC 1060 Social Problems AND SOC 2010 Research Methods before taking any of the courses listed below.		
The Sociology of Health and Development:		
Choose three courses*:		9
CRIM 2127	Juvenile Delinquency	
CRIM 3228	Mental Health and the Criminal Justice System	
SOC 2075	The Self in Social Context	
SOC 3086/5086	Medical Sociology	
SOC 3087/5087	Society and Mental Illness	
Total Hours		15

Sociology of Inequality and Inclusion Certificate

Sociology of Inequality and Inclusion Certificate

This certificate provides students with a deeper understanding of how social inequalities work in today's complex, fast-changing world--and what to do about them. Students examine how inequalities work in workplaces, schools, families, healthcare systems, the criminal justice system, and other social settings. Students learn how to ethically and morally address inequalities as citizens and leaders so that we can collectively create a more just and inclusive society.

Required Courses for all Sociology Certificates:		
SOC 1000	Introduction to Sociology	3
or SOC 1060	Social Problems	
SOC 2010	Research Methods	3

***Students are advised to take SOC 1000 Introduction to Sociology or SOC 1060 Social Problems AND SOC 2010 Research Methods before taking any of the courses listed below.**

The Sociology of Inequality and Inclusion:

Choose three courses*: 9

SOC 1070 Introduction to Human Rights

SOC 3037 Race, Ethnicity and Social Justice

SOC 3045/5045 Social Inequality

SOC 4005/5005 Refugees and Humanitarianism

SOC 4052/5052 Childhood Inequalities

Total Hours 15

Sociology of Race/Ethnicity and Immigration Certificate

Sociology of Race/Ethnicity and Immigration Certificate

This certificate allows students to develop a rich understanding of two of the greatest social issues of our time: racism and immigration. Students learn the history and development of racism and immigration, as well as contemporary permutations. Students examine racism and immigration as they relate to social policy, schools, workplaces, the criminal justice system, human trafficking, and racial justice movements. This certificate allows students to develop cultural awareness and interactional competence that allow them to be effective leaders and citizens in a racially and culturally diverse society.

Required

Sociology:

SOC 1000 Introduction to Sociology * 3

or SOC 1060 Social Problems

SOC 2010 Research Methods * 3

Select three of the following: * 9

Sociology/Anthropology:

SOC 2040 Social Movements

SOC 2075 The Self in Social Context

SOC 3037 Race, Ethnicity and Social Justice

SOC 3060/5060 Sociology of Culture

SOC/ANTH 3080 Immigration and Transnationalism

ANTH 3104/ PSYCH 4608/5608 Gender in Cross-Cultural Perspective

Total Hours 15

* Students are advised to take SOC 1000 or SOC 1060 and SOC 2010 before taking any of the courses listed below.

**Students may not count any course toward more than two of the following certificates: Certificate in Sociology of Family and Life Course; Certificate in Sociology of Gender and Culture; Certificate

in Sociology of Inequality; Certificate in Sociology of Race/Ethnicity and Immigration.

Spanish Language Studies Certificate

Spanish Language Studies Certificate

Required:

12 semester hours of course work, selected from the following: 12

Spanish:

SPAN 2001 Intermediate Spanish I

SPAN 2002 Intermediate Spanish II

SPAN 2053 Spanish for Special Purposes:

SPAN 3000 Teaching Spanish in the Elementary School

SPAN 3001 Advanced Writing

or SPAN 3050/5050 Written Communication

or SPAN 3006 Spanish for Heritage Speakers

SPAN 3002/5002 Advanced Spanish for Special Purposes: _____

SPAN 3003 Advanced Conversation and Reading

SPAN 3004 Introduction to Hispanic Literature

SPAN 3179 (Cooperative Education)

Total Hours 12

A written and/or oral proficiency examination at the discretion of the certificate committee.

Spanish for the Professions Certificate

Spanish for the Professions Certificate

A minimum of 12 credit hours beyond SPAN 2001 Intermediate Spanish I is required.

Required:

Spanish: * 6

SPAN 2053 Spanish for Special Purposes: _____

SPAN 3001 Advanced Writing

or SPAN 3050/5050 Written Communication

or SPAN 3006 Spanish for Heritage Speakers

Electives:

Select one course from each of the following two categories:

Spanish Language: 3

Undergraduate Majors, Minors, and Certificates

SPAN 3007	Introduction to Translation	
SPAN 3016	Translation for Spanish Heritage Speakers	
SPAN 3008	Introduction to Spanish Linguistics	
Spanish Culture:		3
SPAN 3020	Cultures and Civilization of Latin America	
SPAN 3023	Cultures and Civilization of Spain	
SPAN 3027	Latinos in the United States	
SPAN 3052/5052	Contemporary Hispanic Culture	
Total Hours		12

* This program begins with SPAN 3001 and will require up to twelve hours of course work beyond the minimum hours required for this certificate if a student does not demonstrate a proficiency at the fifth semester level.

State and Local Government Certificate

State and Local Government Certificate

The Certificate in State and Local Government is designed to provide a specific set of skills to any student at UNI looking to work in state or local government. This certificate blends theoretical and practical knowledge to provide the flexibility to solve some of the problems facing these governments.

If your career goals include public finance, economic development, community development and planning, or state and local politics, a Certificate in State and Local Government will help link your education to your career.

A Certificate in State and Local Government will also help students who want to work in public agencies such as school administration, city management, public health, social services, or public safety.

Required

American Politics:		
POLSCI 1014	Power & Politics in the U.S. *	3
POLSCI 2131	American State Politics	3
POLSCI 3132	Community Politics	3
POLSCI 4130/5130	Iowa Politics	3

Electives

Select minimum 3 hours from the following: 3

Economics:

ECON 3253/5253	Urban and Regional Economics *	

Geography:

GEOG 4170/5170	Climate Action Planning	

American Politics:

POLSCI 3153	Leadership and Management in Public Service	

POLSCI 3172	Public Budgeting *	
POLSCI 4173	Politics and Public Policy *	
Criminology:		
CRIM 4253	Crime and Public Policy *	
Total Hours		15

* These courses have additional prerequisites are as follows:
POLSCI 1014 satisfies the Human Condition (Domestic) UNIFI/General Education requirement.
ECON 3253/5253 has prerequisites of ECON 1041 and ECON 1051, or consent of instructor. ECON 1041 satisfies the Quantitative Reasoning UNIFI/General Education requirement.
POLSCI 3172 and POLSCI 4173 have prerequisites of POLSCI 1014 and POLSCI 1048. POLSCI 1014 satisfies the Human Condition (Domestic) UNIFI/General Education requirement.
CRIM 4253 has prerequisites of SOC 1000 and CRIM 2022. SOC 1000 will satisfy the Human Condition (Domestic) UNIFI/General Education requirement.

Statistical Computing Certificate

Statistical Computing Certificate

Required:

STAT 1772	Introduction to Statistical Methods *	3
STAT 3771/5771	Applied Statistical Methods for Research	3
STAT 4772/5772	Statistical Computing I	3
STAT 4782/5782	Statistical Computing II	3
Electives: 6 hours from the following		6
STAT 1780	Introduction to Data Science *	
STAT 1782	Data-Based Artificial Intelligence for All *	
STAT 3778/5778	Spatial Data Analysis	
STAT 4773/5773	Design and Analysis of Experiments	
STAT 4784/5784	Introduction to Machine Learning	
Any other courses with the consent of the mathematics department		
Total Hours		18

* Has prerequisite of satisfactory score on ALEKS exam.

String Pedagogy Certificate

String Pedagogy Certificate

Department audition requirements apply to this certificate. This certificate is not available to students majoring in the Bachelor of Arts String Pedagogy track.

Required

MUS ED 3030	Internship in String Pedagogy	2

Chamber Music: Select from the following:	2
MUS ENS 1121 Chamber Music	
MUS ENS 3121/5121 Chamber Music	
Applied String Lessons Applied instruction in a string area outside of the student's major.	2
MUS APPL 1410 Violin	
MUS APPL 1420 Viola	
MUS APPL 1430 Cello	
MUS APPL 1440 String Bass	
MUS APPL 1450 Harp	
MUS APPL 1520 Guitar	
MUS APPL 3410/5410 Violin	
MUS APPL 3420/5420 Viola	
MUS APPL 3430/5430 Cello	
MUS APPL 3440/5440 String Bass	
MUS APPL 3450/5450 Harp	
MUS APPL 3520/5520 Guitar	
Performance Literature: Strings	2
MUS LIT 3200/5200 Performance Literature:	
Total Hours	8

Student Affairs Certificate

Student Affairs Certificate

Required	
POSTSEC 2000 Supporting Students in Collegiate Environments	1-3
or POSTSEC 3000 Exploring College Resources and the Student Affairs Profession	
POSTSEC 3161 Undergraduate Internship in Student Affairs	3
or PSYCH 3179 Cooperative Education	
Elective Courses (select 3 of the following)	9
COMM 2344 Interpersonal Communication	
COMM 3055 Organizational Communication	
COMM 4120/5120 Inclusive Leadership in the Workplace	
COMM 4333/5333 Communication and Conflict Management	
COUN 4100 Introduction to Professional Counseling	
EDPSYCH 4118/5118 Mental Health and Well-Being in the Classroom *	
FAM SERV 1010 Human Identity and Relationships	
FAM SERV 2054 Dating and Couple Relationships	
FAM SERV 3145/5145 Violence in Intimate Relationships	
POLSCI 3174 Management of Public Human Resources *	

POLSCI 3153 Leadership and Management in Public Service	
PSYCH 2405 Desire, Love, and Hate	
PSYCH 3303/5303 Health Psychology *	
PSYCH 3304 Work Psychology: Well-Being	
PSYCH 4705/5705 Research Experience in Psychology (Relevant project required) *	
SW 3143 Self-Care and Stress Management in Helping Professions	
Total Hours	13-15

* EDPSYCH 4118/5118 has a prerequisite of EDPSYCH 2030 or equivalent; junior standing.
 POLSCI 3174 has a prerequisite of POLSCI 1014; POLSCI 1048.
 PSYCH 3303/5303 has a prerequisite of PSYCH 1001; junior standing.
 PSYCH 4705/5705 has a prerequisite of PSYCH 1001;
 PSYCH 3002; 15 hours in Psychology; junior standing; consent of instructor.

Policies

PSYCH 1001 Introduction to Psychology is a prerequisite for most other psychology courses, and must be taken by all psychology majors and minors. It also counts as a UNIFI/General Education requirement.

Only courses with an earned grade of at least a C- will count toward major, minors, and program certificates.

It is possible for psychology majors to graduate with departmental honors provided they have an overall GPA of at least 3.00, a psychology GPA of at least 3.50, and complete a research project deemed worthy of honors by the department. Generally such a project is done in the context of 3 hours of PSYCH 4705/5705 Research Experience in Psychology.

Sustainability Certificate

Sustainability Certificate

Sustainability encompasses a broad spectrum of interdisciplinary topics that address how to promote human prosperity while protecting the planet. The Certificate in Sustainability equips students to:

- Understand the ways in which the economy, environment and human welfare can operate in harmony
- Understand how to apply a systems thinking approach
- Recognize and address the UN Sustainable Development Goals (SDGs)

Students select electives within the Foundations and Integrative Perspectives categories. Foundation electives reside within three distinct bin types: Scientific Reasoning, Responsibility and Human Condition. Integrative Perspective electives also reside in three distinct bin types: Natural Systems and Stewardship, Social and Cultural Dimensions, and Business, Technology and Policy. Together these electives aim to provide students with a

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comprehensive understanding of sustainability and environmental literacy.

This university wide certificate is for students interested in exploring Sustainability. There is one required course with twelve elective credits to reach the minimum of fifteen credits. As students complete this certificate there is a required, non-credit, reflection form and advisor meeting. This form may be obtained from the Sustainability Advising Director.

Required Course

CONSTR 1015	Introduction to Sustainability	3

Foundations - Choose one course from two bins 6-7

Scientific Reasoning

BIOL 1012	Life: The Natural World
BIOL 2051	General Biology: Organismal Diversity
EARTHSCI 1400	Introduction to Environmental Earth Science
GEOG 2250	Nature-Society Relations
PHYSICS 1000	Physics in Everyday Life

Responsibility

CHEM 1012	Matter Matters
EARTHSCI 3336	Natural Resources and Civilizations
ECON 1001	Economics of Social Issues
HIST 3110	Conflict and Justice in History: (Topic) (with Sustainability theme)
PHIL 1560	Science, Technology, and Ethics (STE)

Human Condition

ANTH 3010	Climate Change, Human Migration and Conflict
FAM SERV 1140	Exploring Family Diversity
GEOG 1110	Global Geography
GEOG 1120	Peoples, Cultures, and Environments
HIST 1210	Making the Modern World
PHIL/RELS 2550	Environmental Ethics

Integrative Perspectives - Choose one course from two bins 6-7

Natural Systems and Stewardship Dimensions

BIOL 3100	Evolution, Ecology and the Nature of Science*
EARTHSCI 1300	Introduction to Geology
EARTHSCI 1410	Field Studies in _____
GEOG 2210	Modern Climate Change: Evidence and Predictions
GEOG 4310/5310	GIS Applications: (Variable Topic)*
PH 3710	Environmental Health Science
RTNL 3778/5778	Community Based Tourism
RTNL 4554/5554	Managing Recreation Impacts on the Natural Environment

RTNL 4776/5776	Eco, Adventure and Sport Tourism

Social and Cultural Dimensions

CAP 3173/ PHIL 3510/RELS 3510	Bio-Medical Ethics
GEOG 4115/5115	Climate Change and Social Justice
GEOG 4120/5120	Demography and Population Geography
HIST 2210	Problems & Perspectives in Global History: (Topic)
HIST 4170/5170	U.S. Environmental History
PHIL 1040	Justice and the Good Life: Philosophical Perspectives
RTNL 4552/5552	Outdoor Education and Leadership
SPAN 3023	Cultures and Civilization of Spain*

Business, Technology and Policy Dimensions

ACCT 2130	Principles of Managerial Accounting*
BIOL 4157/5157	Biostatistics*
ECON 3125	Economics of Sustainability*
ECON 3225/5225	Environmental Economics*
GEOG 2350	Intro to Environmental Data Analysis
GEOG 2410	Geographic Information Systems I
GEOG 3220	Environmental Geography: Variable Topic*
GEOG 4170/5170	Climate Action Planning
GEOG 4370/5370	Remote Sensing of the Environment
INTDSGN 1001	Introduction to Applied Design
MGMT 3167	Global Supply Chain Management*
MKTG 3163	Distribution and Logistics*
PHYSICS 4300/5300	Introduction to Electronics*
PHYSICS 4310/5310	Physical Computing*
POLSCI 1048	Introduction to Public Administration
POLSCI 2131	American State Politics
STAT 3771/5771	Applied Statistical Methods for Research*
TECH 1010	Fundamentals of Metal Removal
TECH 3148	Machine Design*
TECH 3180	Lean and Sustainable Operations*

Total Hours	15-17

* Some of the courses listed may require prerequisites prior to enrollment. Consult with the UNI course catalog or appropriate department to determine requirements for the courses.

Tactical Strength and Conditioning Certificate

Tactical Strength and Conditioning Certificate

This certificate provides specific information for students interested in leading conditioning sessions for tactical personnel such as those in military, law enforcement, and fire and rescue teams. To complete this certificate, a student must first declare the Strength and Conditioning Minor.

KINES 3203	Tactical Strength and Conditioning Programming	3
MIL SCI 1091	Introduction to the Army and Critical Thinking	1
MIL SCI 1092	Introduction to the Profession of Arms	1
MIL SCI 3189	Leadership Lecture	1
Total Hours		6

Teaching English to Speakers of Other Languages Certificate

Teaching English to Speakers of Other Languages Certificate

The following courses satisfy the minimum requirements for an ESL K-12 Endorsement on an Iowa Teaching License if a first endorsement is earned with a teaching major. The Certificate may also be earned by those who do not seek Iowa Teacher Licensure but, instead, are preparing for post-secondary teaching, teaching in other countries, and non-teaching positions.

Required:

Languages:

LANG 4740/5740	Language Teaching Methods I	3

TESOL/Applied Linguistics:

TESOL 3110	The Structure of English	3
or TESOL 4120/5120	Introduction to Linguistics	
TESOL 4510/5510	Language Development	3
TESOL 4520/5520	Cultural Aspects of Language and Language Teaching	3
or TESOL 4540/5540	Sociolinguistics	
TESOL 4720/5720	Bilingualism and Bilingual Education	3
TESOL 4760/5760	Language Teaching Methods II	3
Total Hours		18

Tourism Certificate

Tourism Certificate

Required:

Recreation, Tourism and Nonprofit Leadership:		
RTNL 2120	Foundations of Tourism	3
RTNL 3130	Marketing in Recreation, Tourism and Nonprofit Leadership *	3
RTNL 3777/5777	Special Events Management	3
Select one course from the following:		3
RTNL 2130	Foundations of the Nonprofit Sector	
RTNL 4552/5552	Outdoor Education and Leadership	
Total Hours		12

* If student has successfully completed MKTG 2110 Principles of Marketing, this course can be substituted for RTNL 3130 Marketing in Recreation, Tourism and Nonprofit Leadership.

Policies

Major Requirements

The following criteria shall be used to determine student eligibility for the Recreation, Tourism and Nonprofit Leadership major:

1. 2.00 or above cumulative UNI GPA.
2. A grade of C (2.00) or higher in all courses applied to the major. If the student earns less than a C in a major course, s(he) must retake the course within two semesters in order to apply it to the major.

In order to remain in good academic standing, students must maintain a cumulative major GPA of 2.50 or above. Students whose GPAs fall below 2.50 will have one semester in which to raise grades to the required level. If they are unable to do so, they must retake the course or courses that caused the GPA to fall below 2.50, and they will be administratively dropped from any other major courses for which they have registered.

In order to be eligible for internship and graduation, students must:

1. Meet the academic criteria above.
2. Complete a minimum of 500 Professional Experience hours in Recreation, Tourism and Nonprofit Leadership settings.
3. Hold or obtain current certification in American Red Cross CPR PRO (Professional Rescuer), American Red Cross AED (Automatic External Defibrillation), American Red Cross First Aid, American Red Cross PDT (Prevention of Disease Transmission), and Child/Dependent Adult Abuse Mandatory Reporter Training.

Minor Requirements

Admission to the Recreation, Tourism and Nonprofit Leadership minor requires students to have a cumulative UNI GPA of 2.00. To graduate with a minor in Recreation, Tourism and Nonprofit Leadership, students must have a minor GPA of 2.50, with a grade of

Undergraduate Majors, Minors, and Certificates

C (2.00) or higher in all courses applied to the minor. Students must officially declare the minor.

Unmanned Aerial Systems Certificate

Unmanned Aerial Systems Certificate

Required		
GEOG 2320	Drones for Mapping and Communication	3
or GEOG 6286 (Studies in: Drones for Mapping and Communication)		
GEOG 4370/5370	Remote Sensing of the Environment	3
GEOG 4385/5385	Advanced Unmanned Aerial Systems Mapping	3
Electives (select two of the following)		6-7
GEOG 4310/5310	GIS Applications: (Variable Topic)*	
GEOG 4350/5350	Global Positioning System Field Survey Methods	
GEOG 4380/5380	From Drones to Satellites: Next-Generation Mapping Using Imagery	
GEOG 4390/5390	GIS Programming *	
ANTH 3450	Archaeological Fieldwork *	
EARTHSCI 3345/5345	Environmental Geology *	
BIOL 4168/5168	Ecology *	
Total Hours		15-16

* These courses have prerequisites as follows:
GEOG 4310/5310 has prerequisites GEOG 2410 and junior standing.
GEOG 4390/5390 has prerequisites GEOG 2410 and GEOG 4310/5310 or GEOG 4320/5320 or consent of instructor.
ANTH 3450 has prerequisite ANTH 1001.
EARTHSCI 3345/5345 has prerequisites EARTHSCI 1300 or equivalent and junior standing.
BIOL 4168/5168 has prerequisites BIOL 3100 and BIOL 3140 and junior standing.

Vocal Performance Certificate

Vocal Performance Certificate

Departmental audition requirements apply to this certificate. Course requirements are in addition to requirements for any degree, including music. This certificate is not available to Bachelor of Music Performance majors.

Required		
Applied Voice Lessons: Select from the following:		4
MUS APPL 1490	Voice	
MUS APPL 3490/5490	Voice	
Opera Ensemble: Select from the following:		2

MUS ENS 1190	Opera	
MUS ENS 3190/5190	Opera	
Opera Performance		2
MUS TECH 1600	Opera Performance I	
Song Literature		2
MUS LIT 3200/5200	Performance Literature:	
Total Hours		10

Women's Health Certificate

Women's Health Certificate

The Women's Health Certificate is offered by the Public Health program within the Department of Nursing & Public Health. The Women's Health Certificate prepares students for work in organizations that address women's health needs.

Required:		
Applied Human Sciences, School of:		
FAM SERV 1057	Human Relationships and Sexuality	3
Public Health:		
PH 2520	Maternal and Infant Health	3
PH 2530	Introduction to Women's Health	3
Women's and Gender Studies:		
WGS 1040	Women's and Gender Studies: Introduction	3
Electives (choose one from the following):		3
COMM 4346/5346	Gender Issues in Communication	
PH 2540	Selected Topics in Women's Health	
PH 2630	Aging and Health	
PH 3650	Complementary, Alternative, and Integrative Health	
PSYCH 2201	Psychology of Gender *	
SOC SCI 1020	Women, Men, and Society	
Total Hours		15

* PSYCH 2201 has a prerequisite of PSYCH 1001.

Work Psychology Certificate

Work Psychology Certificate

This certificate provides undergraduate students with the skills and knowledge necessary to be competitive in a professional human resources or consulting environment.

Required		
Psychology:		
PSYCH 1001	Introduction to Psychology	3
PSYCH 3304	Work Psychology: Well-Being	3
PSYCH 3305	Work Psychology: Performance	3

Electives: select three of the following: 9

Psychology:

PSYCH 2203	Social Psychology
PSYCH 2301	Applied Psychology
PSYCH 3179	Cooperative Education
PSYCH 3303/5303	Health Psychology
PSYCH 3502/5502	Motivation and Emotion
PSYCH 4604/5604	Principles of Psychometrics *

Communication and Media:

COMM 4134/5134	Organizational Cultures and Communication *
COMM 3055	Organizational Communication *
COMM 4155/5155	Organizational Communication Assessment *

Political Science:

POLSCI 1048	Introduction to Public Administration
POLSCI 3174	Management of Public Human Resources
POLSCI 3153	Leadership and Management in Public Service
POLSCI 4177/5177	Political Psychology

Management:

MGMT 3153	Organizational Management *
MGMT 3155	Human Resource Management *
MGMT 3905/5905	Employment and Labor Law *
MGMT 3965/5965	Organizational Behavior *
MGMT 3966/5966	Staffing and Employee Development *

Education:

EDLEAD 6245	Leadership for Effective Schools
EDLEAD 7310	Human Resource Administration
EDLEAD 7311	Educational Leadership and Systems Change

Recreation, Tourism and Nonprofit Leadership:

RTNL 2020	Leadership in Recreation, Tourism and Nonprofit Leadership
RTNL 3337	Human Resource Development for Recreation, Tourism and Nonprofit Leadership
RTNL 6202	Social Psychology of Leisure
RTNL 6402	Strategic Program Management
RTNL 6412	Management and Ethics in Recreation Administration

Technology:

TECH 4187	Applied Industrial Supervision and Management

TECH 3196

Industrial Safety

Total Hours

18

The 6000-level and 7000-level electives are available only to graduate students.

* This course has additional prerequisites.

Policies

PSYCH 1001 Introduction to Psychology is a prerequisite for most other psychology courses, and must be taken by all psychology majors and minors. It also counts as a UNIFI/General Education requirement.

Only courses with an earned grade of at least a C- will count toward major, minors, and program certificates.

It is possible for psychology majors to graduate with departmental honors provided they have an overall GPA of at least 3.00, a psychology GPA of at least 3.50, and complete a research project deemed worthy of honors by the department. Generally such a project is done in the context of 3 hours of PSYCH 4705/5705 Research Experience in Psychology.

Youth Work in Religious Settings Certificate

Youth Work in Religious Settings Certificate

The Youth Work in Religious Settings Certificate interdisciplinary program is jointly offered by the Recreation, Tourism and Nonprofit Leadership program within the Department of Learning, Leadership & Community and the Department of History. The Youth Work in Religious Settings Certification Program prepares students for work in a variety of religious organizations and contexts.

Required:

Recreation, Tourism and Nonprofit Leadership:		
RTNL 2150	Foundations of Youth Work	3
RTNL 3120	Programming for Recreation, Tourism and Nonprofit Leadership	3
or RTNL 3340	Prevention & Intervention Programs in Youth Work	

Philosophy and World Religions:

RELS 1020	Religions of the World	3
3 hours of RELS xxxx		3

Total Hours

12

UNIFI Certificates Career Success in Organizations UNIFI Certificate

Career Success in Organizations UNIFI Certificate

No matter their major, all UNI students will work within some form of an organization during their careers. Whether a for-purpose, for-profit, or governmental entity, knowledge of factors that influence how organizations operate helps employees more effectively contribute to the mission of the organization. The purpose of this certificate is to provide a broad understanding of organizations including factors that influence decision making, levels of responsibility, data and written/unwritten rules that govern operations, and professional expectations for communicating and interacting within the organization.

Decision-making in Organizations

Complete one of the following: 3

ECON 1031	Introduction to Business Economics
ECON 1041	Principles of Macroeconomics
POLSCI 1048	Introduction to Public Administration
POLSCI 3153	Leadership and Management in Public Service
PSYCH 3304	Work Psychology: Well-Being
PSYCH 3305	Work Psychology: Performance

Responsibility in Organizations

Complete one of the following: 3

ECON 1001	Economics of Social Issues
FIN 1040	Financial Skills for Smart Living
ENTR 1010	Overview of Entrepreneurship
POLSCI 3172	Public Budgeting

Numbers in Organizations

Complete one of the following: 3

MGMT 2080	Introduction to Information Systems
CS 1025	Modern Tools for Exploring Data
ACCT 2120	Principles of Financial Accounting

Communication in Organizations

Complete one of the following: 3

ENGLISH 2770	Introduction to Workplace Writing
MGMT 2113	Business Communication

Total Hours 12

Civic Literacy, Engagement, and the Humanities UNIFI Certificate

Civic Literacy, Engagement, and the Humanities UNIFI Certificate

This interdisciplinary certificate emphasizes training in civic literacy and the humanities that address how to contribute to the flourishing of a democratic society. It will introduce students to the knowledge, skills, and dispositions associated with civic literacy and the humanities disciplines that prepare them for a life of meaningful engagement with democratic processes at the local, regional, national, and international levels.

Civic Knowledge

Complete one of the following: 3

ENGLISH 2420	Survey of American Literature
HIST 1110	United States History to the Civil War and Emancipation
HIST 1120	United States History since the Civil War and Emancipation
POLSCI 1014	Power & Politics in the U.S.
POLSCI 1024	International Relations
RELS 1060	American Religious Diversity
RELS 2600	Religion and the Public Schools

Civic Values

Complete one of the following: 3

SOCFOUND 2274	Democracy and Education in the 21st Century
COMM 2257	Argumentation and Debate
ENGLISH 1050	Law and Literature
POLSCI 2050	Introduction to Political Theory: Freedom, Justice and Power

Civic Skills

Complete one of the following: 3

RELS 3180	Religion and Politics: (Topics)
PHIL 1040	Justice and the Good Life: Philosophical Perspectives
ENGLISH 2015	Introduction to Writing Studies
POLSCI 1048	Introduction to Public Administration
HIST 1210	Making the Modern World

Total Hours 9

* Only two courses from the same academic department can count toward this certificate.

Creative Expression and Meaning UNIFI Certificate

Creative Expression and Meaning UNIFI Certificate

Complete one of the following:	3
MUSIC 1100 Soundscapes: Music in Culture or MUSIC 1500 Modern Band and Creative Music Making	
Complete one of the following:	3
ARTHIST 1004 Visual Perceptions or ART 1002 Visual Inventions	
Complete one of the following:	3
ENGLISH 1120 Literature: (topic) or ENGLISH 2700 Elements of Creative Writing or ENGLISH 3130 Writing & Healing	
Complete one of the following:	3
THEATRE 1000 Theatre in Our World or THEATRE 1005 Acting for Non-Majors	
Total Hours	12

Critical Thinking and Information Literacy UNIFI Certificate

Critical Thinking and Information Literacy UNIFI Certificate

Complete one of the following:	3
PSYCH 3310 Psychology of Science and Pseudoscience	
PHIL 3360 Character, Wisdom, and Mind: Philosophical Perspectives	
Complete one of the following:	3
MATH 1160 Calling Hogwash: Mathematics for Critical Thinking	
PHIL 1030 Elementary Logic	
Complete one of the following:	3
LIBRARY 2100 Who's Controlling (Y)our Information?: Access, Authority, and Technology	
POLSCI 1060 B.S. Detection	
Total Hours	9

Data Science UNIFI Certificate

Data Science UNIFI Certificate

This certificate provide students with the necessary skills to be able to appropriately identify data, analyze and visualize data, and communicate conclusions in quantitative and qualitative domains.

Applied Tools

Complete one of the following:	3
STAT 1780 Introduction to Data Science	
CS 1170 Introductory Programming for Data Science	

Social Issues

Complete one of the following:	3
PHIL 1560 Science, Technology, and Ethics (STE)	
MATH 1000 Exploring Social Justice Issues through Mathematics	

Information Literacy

Complete one of the following:	3
POLSCI 1060 B.S. Detection	
LIBRARY 2100 Who's Controlling (Y)our Information?: Access, Authority, and Technology	

Statistics

Complete one of the following:	3
STAT 1772 Introduction to Statistical Methods	
SOC SCI 2020 Social Sciences Statistics	

Total Hours 12

Developmental Considerations UNIFI Certificate

Developmental Considerations UNIFI Certificate

Required:

Foundations

Complete one of the following:	3
CSD 3100 Language Acquisition in Children: Birth to 5 Years	
EDPSYCH 2030 Dynamics of Human Development	
FAM SERV 1055 Lifespan Development	
PSYCH 2202 Developmental Psychology	

Movement and Physical Growth

Complete one of the following:	3
KINES 2056 Motor Learning and Development	
or KINES 2062 Developmental Trends in Physical Activity & Sport	

Systems and Health

Complete one of the following:	3
PH 2520 Maternal and Infant Health	
or SW 3175 Child Welfare Policy and Practice	

Total Hours 9

Diversity, Equity, and Inclusion UNIFI Certificate

Diversity, Equity, and Inclusion UNIFI Certificate

The purpose of this certificate is for students to explore topics related to diversity, equity, and inclusion (DEI) from a variety of different content areas. Students will get an opportunity to critique complex social issues from a variety of lenses; including mathematics/science, gender, religion, history, communication, and/or politics. Students will develop a deeper understanding of a variety of perspectives related to DEI, including critically analyzing social justice issues; debating and understanding the values and ethics related to diverse groups, perspectives, and/or societies; learning about and discussing their own and/or others' identities; and delve into more global sociocultural issues related to different aspects of culture.

Critical Perspectives on Diversity, Equity, and Inclusion

Complete one of the following:		3
EARTHSCI 3336	Natural Resources and Civilizations	
MATH 1000	Exploring Social Justice Issues through Mathematics	
POLSCI 1014	Power & Politics in the U.S.	
POLSCI 1024	International Relations	
RELS 1020	Religions of the World	
RELS 1060	American Religious Diversity	
WGS 1040	Women's and Gender Studies: Introduction	

Ethical Perspectives on Diversity, Equity, and Inclusion

Complete one of the following:		3
ECON 1001	Economics of Social Issues	
PHIL 1040	Justice and the Good Life: Philosophical Perspectives	
COMM 3236	Ethics in Communication	
HIST 3110	Conflict and Justice in History: (Topic)	

Perspectives on Identity

Complete one of the following:		3
PH 2520	Maternal and Infant Health	
COMM 3455	Creativity, Storytelling and Identity	
WGS 2040	Introduction to LGBTQ Studies	
ENGLISH 2520	Multicultural Literature	
WGS 2050	Masculine Cultures	

Sociocultural Perspectives on Diversity, Equity, and Inclusion

Complete one of the following:		3
ANTH 1002	Introduction to Cultural Anthropology	
GEOG 1120	Peoples, Cultures, and Environments	

HIST 1110	United States History to the Civil War and Emancipation	
HIST 1120	United States History since the Civil War and Emancipation	
HIST 2210	Problems & Perspectives in Global History: (Topic)	
SW 1041	Global Social Work	
Total Hours		12

East Asia UNIFI Certificate

East Asia UNIFI Certificate

Emphasizing primarily China and Japan but with some coverage of Korea and Vietnam, the East Asia Certificate introduces material to students from the perspective of four very different academic disciplines, with an emphasis on both East Asian diversity and cultural commonalities

Complete one of the following:		3
CHIN 1050	Introduction to Chinese Literature	
HIST 2210	Problems & Perspectives in Global History: (Topic) (Identity, Diversity, and Commonality in East Asia)	

Complete one of the following:		3
HIST 2210	Problems & Perspectives in Global History: (Topic) (Becoming Familiar with East Asia - Japan as Example and Exception)	
HIST 2210	Problems & Perspectives in Global History: (Topic) (One Thousand Years of Samurai)	

Complete one of the following:		3
CHIN 1060	Introduction to Chinese Culture: (Topic)	
RELS 2110	Confucianism, Daoism, and Zen	

Total Hours		9

Innovation in Leadership UNIFI Certificate

Innovation in Leadership UNIFI Certificate

The Innovation in Leadership Certificate focuses on the intersection of business, nonprofit, and government to recognize the strengths and weaknesses of each, leading to creating shared value partnerships to develop innovative responses to solving complex system problems.

Entrepreneurial Fundamentals

Required:		3
ENTR 2010	Financials for the Entrepreneurial Enterprise	

Foundations of the Nonprofit Sector

Required:	3
RTNL 2130	Foundations of the Nonprofit Sector
Current and Emerging Issues in Public Administration	
Complete one of the following:	3
POLSCI 1048	Introduction to Public Administration
POLSCI 3153	Leadership and Management in Public Service
Nonprofit Leadership	
Required:	3
RTNL 2210	Nonprofit Leadership Practicum, Level I
Total Hours	12

Sustainability UNIFI Certificate

Sustainability UNIFI Certificate

This certificate encompasses interdisciplinary topics that address how to promote human prosperity while protecting the planet. This certificate will equip students to: understand the ways in which the economy, environment, and human welfare can operate in harmony; understand the value of a systems thinking approach.

Required:		
CONSTR 1015	Introduction to Sustainability	3
Complete one of the following:		3-4
BIOL 1012 & BIOL 1013	Life: The Natural World and Life: The Natural World - Lab	
BIOL 2051	General Biology: Organismal Diversity	
EARTHSCI 1400	Introduction to Environmental Earth Science	
GEOG 2250	Nature-Society Relations	
PHYSICS 1000	Physics in Everyday Life	
Complete one of the following:		3
EARTHSCI 3336	Natural Resources and Civilizations	
ECON 1001	Economics of Social Issues	
HIST 3110	Conflict and Justice in History: (Topic)	
PHIL 1560	Science, Technology, and Ethics (STE)	
Total Hours		9-10

THRIVE! UNIFI Certificate

THRIVE! UNIFI Certificate

Required:	
Physical Domain	
Complete one of the following:	3

KINES 2053 or PH 1101	Physical Activity and Nutrition Introduction to Public Health
Social Domain	
Complete one of the following:	3
ECON 1001 or FAM SERV 1011	Economics of Social Issues Human Identity and Relationships
Mental Domain	
Complete one of the following:	3
PSYCH 2403 or SW 3143	The Science and Experience of Human Flourishing Self-Care and Stress Management in Helping Professions
Financial Domain	
Complete one of the following:	3
ENTR 2010 or FIN 1040	Financials for the Entrepreneurial Enterprise Financial Skills for Smart Living
Total Hours	12

United States Studies UNIFI Certificate

United States Studies UNIFI Certificate

Students taking the United States Studies Certificate will analyze the diverse experiences and values of the people of the United States and investigate solutions to over-arching problems such as climate change and social inequities.

Complete one of the following:	3
RELS 1060 or POLSCI 1014	American Religious Diversity Power & Politics in the U.S.
Complete one of the following:	3
ENGLISH 2420 or HIST 1110	Survey of American Literature United States History to the Civil War and Emancipation
HIST 1120	United States History since the Civil War and Emancipation
Complete one of the following:	3
ENGLISH 2520 or MIL SCI 3190	Multicultural Literature America's Military Past
Total Hours	9

Graduate Admission Requirements

Admission Requirements for Graduate Students

All applicants for graduate study must submit an online application for Graduate Study specifying their choice of degree program or non-degree admission with a \$60 application fee or \$75 fee for international students and request all necessary official transcripts be sent to the Office of Admissions. *The application fee is waived if you received a degree from the University of Northern Iowa, and transcripts from the University of Northern Iowa need not be requested.* Failure to provide official transcripts from all required colleges and universities can result in a denial or rescinding of admission.

Admission to graduate study does not guarantee admission to an advanced degree program. Responsibility for determining eligibility for admission to graduate degree programs rests primarily with the academic departments. The academic departments are responsible for evaluating degree status applications for admission, but the Graduate Studies has final authority on the admission status of admitted students (without provisions or with provisions).

A graduate of a college or university accredited by the North Central Association of Colleges and Secondary Schools or a corresponding regional agency, or a graduate of a foreign institution recognized by that country's Ministry of Education, is eligible to be considered for regular admission without provisions to graduate study. A graduate of a college or university that is not accredited may be granted provisional admission at the discretion of the Dean of Graduate Studies.

For further details on graduate admission eligibility and approvals, refer to the Graduate Information section of this university catalog.

Note: *Students with a recognized baccalaureate degree who are seeking a second baccalaureate degree, teaching endorsements or approvals through UNI recommendation, and/or miscellaneous undergraduate course work may be admitted through the undergraduate Office of Admissions. These students pay undergraduate fees and may not take graduate courses unless also admitted to graduate study. See Post-Baccalaureate Undergraduate Study in this university catalog.*

Licensure

For approval in some graduate programs, a student must have earned or be eligible for teacher licensure or its equivalent endorsed in an area appropriate to the graduate major. For information on licensure, consult the Office of the Registrar. Students seeking licensure will need to consult the Registrar's Office for further guidance, and submit an undergraduate, post-baccalaureate application (see Post-baccalaureate, Undergraduate Study in this university catalog).

Students interested in securing licenses to teach in another state should secure information directly from the State Department of Education in that state.

Federal regulation (34 CFR 668.408) requires the University of Northern Iowa to determine whether or not licensure-related programs

satisfy the educational requirements for professional licensure in the states where prospective students are located. UNI's Principalship MAE/ASC program meets the education requirements for licensure in the state of Iowa. For all other states, it has not been determined if UNI's program meets the educational requirements.

Contact Information for Each State: <https://publish.smartsheet.com/d695a9d784c2433bb0594885ea36f485>

Admission to Graduate Study

(This section applies to all students taking graduate courses at the University of Northern Iowa after receiving the bachelor's degree.)

The admission procedures of Graduate Studies are administered separately from those of the university's undergraduate program. Prospective students may apply for graduate admission under one of two categories: **Degree Status** (regular admission) or **Non-Degree Status**. Each category carries specific regulations. Information and the online application for admission are available at <https://admissions.uni.edu/apply>. The completed Application for Admission to Graduate Study should be submitted online. International students should contact the Office of Admissions at intladm.uni.edu or by phone 319-273-2281 or by fax 319-273-2885.

Admission to graduate study does not guarantee admission to an advanced degree program. Responsibility for determining eligibility for admission to graduate degree programs rests primarily with the academic departments. The academic departments are responsible for evaluating degree applications for admission, but Graduate Studies has final authority on the admission decision for students (with or without provisions).

A graduate of a college or university accredited by the North Central Association of Colleges and Secondary Schools or a corresponding regional agency, or a graduate of a foreign institution recognized by that country's Ministry of Education, is eligible to be considered for regular admission to graduate study. A graduate of a college or university that is not accredited may be granted regular admission with provisions at the discretion of the Dean of the GROE.

If applicants wish to have graduate level **transfer courses** considered for their graduate degree at UNI, official transcripts must be submitted to the UNI Office of Admissions at the time of admission to graduate study. Courses will not be evaluated for transfer credit eligibility until the student is in attendance at UNI. For UNI policies on eligible transfer courses see **Program of Study** in this catalog. Transfer credit is not processed for students in non-degree status at UNI.

English Proficiency

All international applicants (degree or non-degree seeking) who are non-native speakers of English must meet the following requirements for full admission without provisions:

Test	Minimum Score
TOEFL	79 internet or 550 paper
IELTS	6.5

DUOLINGO

105

AEMG Masters Qualifying (MQP) 75%

Automatic waivers are given to 1) students who are citizens of countries where the official language is English and 2) students who graduated from an accredited U.S. university with a bachelor's or master's degree.

Full Admission Without Provisions

1. English language proficiency test scores are considered valid for two years before the date the admission application is submitted.
2. TOEFL Mybest, IELTS, Duolingo, and AEMG scores are accepted and must meet the above criteria.
3. Waiver considerations
 - a. Waiver requests to be submitted by the program to the Division of Graduate Studies.
 - b. Applicant holds a bachelor's or graduate degree granted by an accredited international English-speaking institution.
 - c. Applicant claims English as their official language and provides supporting information.

Full Admission With Provisions

International applicants who do meet the English language requirement may be admitted with a provision by enrolling in the Culture and Intensive Program (CIEP) and successfully completing the program with at least a B (3.0) in all level 5 CIEP courses prior to the start of graduate work.

If the admitted student fails to obtain the score or successfully complete CIEP as necessary for admission without provisions within three semesters of undergraduate study, admission to graduate study is void. With program, CIEP, and Graduate Studies approval, concurrent enrollment in up to three hours of academic course enrollment is allowed for students in Level 5 CIEP.

Application Dates

Applications for Regular admission (Degree-Status) and all credentials required for admission should be on file in the Office of Admissions at least one month before departmental review. Students must contact the academic department regarding application review deadlines.

International students should note the special application deadlines at intladm.uni.edu.

Applicants for Non-Degree Status will be accepted up to five days before the start of the term.

Requirements for Admission to Degree Status

The admission process for **Degree Status** begins when the application for admission and all supporting documents and fees have been received in the Office of Admissions. **U.S. and international students who are seeking financial assistance and wish to receive the fullest consideration must submit a completed application (please see following requirements) by February 1. Many graduate departments have earlier deadlines, which are indicated in their department materials. All departmental materials should be reviewed carefully for information about early deadlines.**

U.S. students must submit the following to the Office of Admissions for the admission file to be considered complete: the Application for Admission to Graduate Study; the application fee; official transcripts from the college or university granting the baccalaureate degree and any other colleges or universities attended after earning the bachelor's degree, if other than the University of Northern Iowa; any required test scores (GRE, GMAT, TOEFL, IELTS, or Duolingo—if the native language is not English), and any other application materials required by the graduate program (departmental application, letters of reference, goal statement, etc.). U.S. students should upload all materials (except official transcripts and official test scores) within the online application for admissions, email to AdmissionsProcessing@uni.edu or to the postal address below. Official transcripts and official test scores should be sent to

Office of Admissions-U.S. Graduate Admissions
002 Gilchrist Hall
University of Northern Iowa
Cedar Falls, IA 50614-0018, U.S.A.

U.S. students who have already completed a masters or doctoral degree will need to submit those official transcripts, but may not be required by the Department to also submit official transcripts for their baccalaureate degree, provided that their post-baccalaureate degree(s) is from a college or university accredited by the North Central Association of Colleges and Secondary Schools or a corresponding regional agency, or a graduate or a foreign institution recognized by that country's Ministry of Education.

International students must submit the following to the Office of Admissions for the admission file to be considered complete: the Application for Admission to Graduate Study; the application fee; official transcripts from the college or university granting the baccalaureate degree and any other colleges or universities attended after earning the bachelor's degree, if other than the University of Northern Iowa; TOEFL, IELTS, or Duolingo scores (if the native language is not English); any other required test scores (GRE, GMAT); and any other application materials required by the graduate program (departmental application, letters of reference, goal statement, etc.). International students should check <https://intladm.uni.edu/graduate-majors>. International students should send all materials (except official transcripts and official test scores) to international.admissions@uni.edu or to the postal address below. Official transcripts and official test scores should be sent to

Office of Admissions-International Graduate Admissions
002 Gilchrist Hall
University of Northern Iowa
Cedar Falls, IA 50614-0018, U.S.A.

The Office of Admissions may request additional documentation to process an international application. This may include secondary transcripts and diplomas, all post-secondary transcripts and diplomas/degrees, official certified English translations of documents from non-native English speaking countries, etc.

Applications for Degree Status are reviewed and acted upon by the appropriate academic department, the Office of Admissions, Graduate Studies, and the Office of the Registrar. Responsibility for determining eligibility for admission to graduate degree programs rests primarily with the academic departments. The academic departments are responsible for evaluating degree status applications for admission, but Graduate Studies has final authority on the admission decision.

Graduate Admission Requirements

for students (with or without provisions). A graduate of a college or university accredited by the North Central Association of Colleges and Secondary Schools or a corresponding regional agency, or a graduate of a foreign institution recognized by that country's Ministry of Education, is eligible to be considered for regular admission without provision. A graduate of a college or university that is not accredited may be granted admission with provisions at the discretion of the Dean of the Graduate Studies. Students who expect to earn a graduate degree must file an **official** transcript from the college or university granting the baccalaureate degree, if other than the University of Northern Iowa. Degree Status applicants who have attended other colleges or universities after earning the bachelor's degree must file an official transcript of each record. Only transcripts sent directly from the issuing institution to the UNI Office of Admissions are considered official. *Students who do not have a final transcript showing the bachelor's degree on file by the end of the second week of classes may be removed from their program. Further action will be determined by Admissions and the Division of Graduate Studies.*

Applicants should check with the department offering the major of their choice, to determine whether/which Graduate Record Examination (GRE) tests are required prior to admission. **If required, applicants must request that the scores be sent directly from the testing agency to the Office of Admissions.**

Students applying for admission to a graduate degree program in the Wilson College of Business are required to submit their scores from the Graduate Management Admission Test (GMAT). They need not take the Graduate Record Examination (GRE). **Students must request that the testing agency forward their test results directly to the Office of Admissions.**

Regular Admission to UNI has two options:

Without Provisions (Unconditional)

- The minimum undergraduate GPA for regular admission without provision is 2.75 out of a 4.0 scale or at least 3.0 for the last 60 credits of the academic work.
- Prior graduate coursework on at least 6 credit hours must be at least a 3.0 out of a 4.0 scale.
- Individual graduate programs may require a higher grade point average for admission.
- New incoming graduate students will be eligible to apply for assistantship and/or tuition scholarships with a GPA of 2.75.
- Renewal of assistantships and tuition scholarships require a grade point average of 3.0.

This admission is given to degree-seeking students who meet all the minimum GPA requirements, English proficiency standards, have submitted all official transcripts, and are deemed qualified by the appropriate academic department to pursue a program of study which can culminate in the earning of a graduate degree. Applicants select their degree program in the electronic admission application.

With Provisions (Conditional)

- Applicants with an undergraduate degree GPA below 2.75, or a graduate GPA below 3.0, or those with deficiencies such as limited or missing prerequisites, may be admitted with provisions at the discretion of the academic department. Provisionally admitted students must complete at least 6 graduate program credit hours with a GPA of 3.0 or above to be eligible for removal of

provisions. The department must notify the student in writing of the specific reservations/requirements that must be satisfied.

The academic department is responsible for reviewing the student's performance after the completion of 6 credit hours. If the student meets the required GPA, the department will notify the Office of Admissions and the Graduate Studies admissions coordinator about the reclassification decision. The department must request the 'Authorization for Removal of Graduate Post-Admission To-Do Items' form from the Graduate Studies office to update the student's status.

Students must fulfill all provisional conditions related to the GPA based on the initial attempted credits of the program to continue. If the provisional conditions are related to a missing prerequisite or another deficiency that may take some additional time, then students must fulfill all provisional requirements within the first year of admission to continue in the program. If more time is needed, a notification must be sent to Graduate Studies for further consideration. Students who fail to meet the provisions or achieve the required GPA will be dismissed from the program. Dismissed students may reapply for admission to another program or continue as non-degree students. No student may receive a graduate degree while admitted with provisions.

The department is responsible for notifying the Graduate Studies office about the dismissal decision. Once this decision is reviewed, Graduate Studies will notify the student in writing of the decision to dismiss, including the reasons for dismissal and any relevant documentation.

Status Acceptance and Waivers:

Any waivers of degree requirements as established by a department must be furnished to the applicant by the department in writing (refer to waiver procedures in this University Catalog). Waiver of specific degree requirements do not generally result in a reduction in the total semester hours required for the degree.

Health

All incoming students are required to submit evidence of having been adequately immunized against measles (rubeola), rubella, and mumps. Students must provide documentation of their immunization records which shows proof of TWO measles, mumps and rubella (MMR) vaccinations. For more information please see our Web site at www.uni.edu/health.

Requirements for Admission to Non-Degree Status

Non-Degree Status has been established for the post-baccalaureate student who:

1. wishes to take graduate courses for self-enlightenment unrelated to any graduate degree program.
2. plans to demonstrate competence in graduate studies in support of consideration for admission to a degree program at a later time.

The admission process for **Non-Degree Status** applicants begins when the application for admission and all supporting documents have been received in the Office of Admissions. Requests for Non-Degree Status are reviewed and acted upon within the Office of Admissions.

Applicants must have a bachelor's degree from a college or university accredited by the North Central Association of Colleges and Secondary Schools or a corresponding regional agency, or have a bachelor's degree from a foreign institution recognized by that country's Ministry of Education. All students wishing to earn non-degree graduate credit from UNI must have a verified bachelor's degree (and master's degree if the student wishes to take doctoral level courses). The student must file an official transcript or statement of degree from **each** college or university from which they have received a degree, unless the degree was obtained from the University of Northern Iowa. **Only documents sent directly from the issuing institution to the UNI Office of Admissions are considered official.** Transfer credit is not processed for students in non-degree status at UNI. English Language Requirements rules apply.

Note: Academic departments are not obliged to count toward their degree programs **any credit for course work undertaken in a Non-Degree Status**. Contact the department of interest with any questions about course applicability.

Admission to Doctoral Study

Initial Admission

Application for graduate admission can be found at <https://admissions.uni.edu/application>.

Admission to the program will be granted to those applicants who provide evidence of prior academic success; successful and appropriate professional experience; effective oral, written, and interpersonal communication skills; and professional and academic goals that may be effectively served by the degree program offered. Additional criteria may be established by a specialized academic field since some previous specialization work is presumed.

1. The applicant must hold a master's degree from a regionally accredited institution of higher education.
2. Each applicant must submit official transcripts from all degree-granting universities, and from any colleges or institutions attended after earning their bachelor's degree.
3. Applicants may choose to submit one of the following required components, to be submitted to the Admissions Office.
 - a. The Graduate Record Examination (GRE) is required for admission - including the verbal, analytical, writing, and qualitative scores; OR
 - b. A writing sample (electronic) that reflects the applicant's writing ability from previous academic work. This professional writing sample may consist of a master's research paper or thesis, published article in an academic venue, or a paper presented at a professional conference.
4. The applicant must have a minimum of three years of professional experience.
5. Three letters of recommendation must be submitted from individuals familiar with the applicant's potential for advanced professional study, at least one from a professor familiar with the applicant as a student and at least one from an employer/supervisor in the applicant's profession.
6. Scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) are required from applicants whose first language is not English. The

minimum required scores for regular admission without provision and eligibility to enroll in graduate courses is 550 (paper) / 79 (Internet) on the TOEFL or 6.5 on the IELTS. The requirement to submit these scores may be waived only by Graduate Studies through a direct request from a graduate program (not from a prospective student). A typical circumstance in which a waiver may be granted is that the student has completed a bachelor's or graduate degree at an accredited English-speaking institution.

7. The UNI Ed.D. program requires a written statement from each applicant as part of the total application packet. The written statement should articulate the applicant's professional background, reason for seeking the doctoral degree within the specific ISA, research interests, and a statement of career goals.
8. Applicants must have master's level introduction to statistics coursework prior to beginning this program: KAHHS 6210 or equivalent. For applicants who do not have this requirement fulfilled, applicants should enroll in the online introduction to statistics course which will be available during the summer session prior to the fall start of the cohort for the Ed.D. program.

Regular admission with provisions **may** be recommended for an applicant who does not meet all of the requirements or for whom it is felt that further graduate course work or professional experience would be useful in making the admission decision. Admission with provisions will not be considered for applicants whose admission files are incomplete. A student admitted with provisions must be formally reclassified as an unconditional admit and course work completed during that time must be subsequently approved by an appropriate faculty committee before it may be applied to a degree.

Soon after admission, an advisor will be appointed for each student. In most instances, the advisor will be from the student's specialized academic field. The student should meet with the advisor to discuss the coursework for their 15-credit-hour specialized academic field.

Graduate Degree Overview

Common Regulations and Requirements for All Graduate Programs

Departments must provide information to students which outlines: required courses applicable to the various departmental programs of study, examination procedures and other formal evaluations, departmental policies with regard to awarding and renewing assistantships, time limits on degree completion (if less than seven years), registration policies, grade point requirements, requirements for changing from one degree program to another within the department, and other matters as are appropriate. The nature of the departmental advisory system should also be explained to incoming students.

Filing Graduate Student Requests

Student requests are used by students to seek appropriate approval(s) for a variety of requests. **Graduate students submit student requests online through MyUNiverse.** For graduate students, the link to the student request system is located on the MyUNiverse My Page tab. Graduate students click on the "Student Request" link, and follow instructions to write, submit, and review the approval status of their student requests.

Regulations Affecting Registration

Each student admitted to a degree program is assigned an advisor. The advisor will assist the student in the registration process involving the selection of courses and other matters such as:

Maximum Academic Load

The maximum graduate student load during each semester of the academic year is 15 hours.

The maximum graduate student load during the eight-week summer session is 9 semester hours of eight-week courses. The maximum load for shorter sessions is one (1) credit hour per session week (i.e., a 4 hour load in a four-week session; a 6 hour load in a six-week session). The maximum load during a two-week post-session is 2 semester hours.

Requests for exceptions to these load regulations must be submitted on-line through MyUNiverse, (see Filing Graduate Student Requests). Exceptions may be granted only by Graduate Studies.

Level of Courses

Graduate students normally take courses only in the 5000, 6000 or 7000 (for doctoral students) series. **A graduate student may request to take courses numbered 0000-4999 for undergraduate credit. Such courses do not carry graduate credit and may not be used on a graduate degree under any circumstances.** Undergraduate courses taken Fall 2011 and later will be on an undergraduate transcript. See the section "Students enrolled for both graduate and undergraduate credit in the same term" in this university catalog.

Continuous Registration

Continuous enrollment ensures that students and their academic advisors can access their university records, that students can receive

important emails from university offices, and that students can utilize the library and its services through graduation.

Graduate students who have not completed all of their graduation requirements (e.g. coursework, comprehensive exams, thesis, paper/project, recitals, etc.), must be continuously registered until the degree is awarded. Students must be enrolled in the course xxxx 629C Continuous Registration or xxxx 7300 Postcomprehensive Registration (xxxx refers to the student's major department), and assessed the appropriate tuition and fees. This ungraded credit will carry a grade of CR or NC based on the degree progress. Registration in Continuous Registration is automatic and cannot exceed six academic semesters.

Summer Continuous Registration is required for students taking examinations, completing culminating experiences, defending theses or dissertations, or graduating from the degree program during the summer term.

Students who do not complete their degree within six semesters of enrolling in Continuous Registration may request a one-semester extension via an online Student Request. If a student does not complete the degree after the semester extension, the student will be discontinued from the program. A reactivation fee will be assessed if a student decides to return to active status. Recency rules apply.

Continuous Registration: Thesis/Non-Thesis Projects

Students who do not promptly progress toward completing their graduation requirements (thesis or non-thesis project) may be required to enroll in a writing workshop at UNI. If progress is not made after two semesters of continuous registration, or the student's academic advisor determines that the student needs additional assistance, the student will be enrolled in and pay for the writing workshop.

Program of Study (Academic Requirements/ Advisement Report)

When a student's admission file is complete, a standard advisement report is released online for view by the student and the advisor in MyUNiverse. (For students, the advisement report is found in MyUNiverse Student Center as Academic Requirements. For advisors, the student's advisement report is found in MyUNiverse Advisor Center.) Usually during the first semester of coursework, a departmental advisor will meet with students to inform them of program requirements and expectations. A default thesis or non-thesis option, if applicable, is included in the advisement report, the tracking document of graduate degree requirements. If the student wishes to change to the other option, if available, a student request must be submitted via the request system: Submit Change to Thesis or Non-Thesis option (Masters or Specialist Degree). If the student or advisor chooses to make any changes in the degree requirements, a student request must be made online through MyUNiverse (see Filing Graduate Student Requests). The Associate Dean of the Division of Graduate Studies (or designee) is the final person to approve or reject any changes to the degree requirements. The Dean of GROE is in general charge of each graduate student's program. **It is the student's responsibility to be familiar with all degree requirements and take the initiative in meeting these requirements and established policies and procedures.**

Program of Study Regulations Scholarship

A UNI cumulative grade index of 3.00 (B average) must be earned in all graduate courses on the advisement report, with the exception of the Master of Accounting (MAcc) program, which requires a cumulative grade index of 2.75. No more than six (6) semester hours of C credit (C+, C, C-) may be applied toward credit for graduation. When C-range grades on the advisement report exceed the six hour limit, one or more of such courses *must* be repeated. Individual departments may identify specific courses within the degree for which a minimum grade of B is required. A course taken to satisfy degree requirements in which a student receives a D+, D, D- F or NC grade will not be considered satisfactory and *must* be repeated. Students who repeat a course, get credit only once for non-repeatable courses. A student may attempt a course twice. The original course grade will remain on the student record, and the grade of the second course attempt will be used in the computation of the GPA.

Time Limitation (Recency of Credit)

Time limits on the completion of degrees have been established to ensure that a student who earns a UNI graduate degree is current in the discipline at the time of graduation. **The allotted time to a Master's and Specialist is seven years from the earliest course applied to the degree. The allotted time for doctoral degrees is ten years. Courses taken more than seven years (ten years for doctoral programs) prior to the granting of the degree cannot be used to meet degree requirements.** If the student's original time limit expired over five years ago, the student must reapply for admission to the graduate program. If the student is accepted, only coursework that is within the recency period when the degree is granted may be used to satisfy degree requirements.

A graduate student who is unable to complete the degree within the time limits described above may request the program and Graduate Studies one extension of up to 24 months. The form "Preliminary Request to Extend Time to Complete Graduate Program" must be completed by the student and approved by the program (see <https://grad.uni.edu/current-students>). If the extension requires the completion of a thesis or dissertation, the committee chair must also sign. After departmental approval, the form is reviewed by Graduate Studies. Upon notification of its approval, the student must submit an online request: Exception to Policy: Extension of 7/10 year limit for degree completion. All extensions must be approved prior to resuming work toward the degree and are subject to the following requirements:

- A completed form: Preliminary Request to Extend Time to Complete Graduate Program.
- A justifiable reason (with documentation) for the delay in degree completion must be provided.
- Evidence of currency in the discipline must be provided for each course that would be out of recency.
- A clear timetable for the completion of requirements, with proposed committee members.
- Submission of Student Request: Exception to Policy: Extension of 7-10 year limit for degree completion.

If an extension of time to complete the degree is granted, it will be the only extension the student receives **Students may request one extension for a total of up to 24 months during their studies, but time limits may be extended for active military service or other**

extenuating circumstances, at the recommendation of the program and the approval of the Dean of GROE or designee.

Revalidation of outdated coursework (coursework out of recency)

This process allows students to revalidate outdated course(s) based on professional activities and/or experiences in a field. Students completing a masters' degree may recertify up to 12 credit hours and doctoral students may recertify up to 15 credit hours.

Students should contact their department to request a revalidation process. The department evaluates the knowledge and currency of the content through the following options:

Written examination

Professional activities: Knowledge demonstrated through professional experiences

Additional courses/certifications taken

The department should prepare an evaluation report that includes the names of the evaluators, questions used and/or methods that were applied to assess content knowledge and currency in the field. The report must be submitted to the department head/graduate coordinator, Associate Dean of the Academic College, and to the Associate Dean of Graduate Studies. A Recertification Form of Expired Courses must be signed by all parties and sent to Graduate Studies for final approval. An online request will be completed upon Graduate Studies approval by the student.

This process can be applied at the beginning of the enrollment in a masters/doctoral degree or upon expiration of a recency extension.

Residence

At least two-thirds of the minimum hours required for a particular Master or Specialist degree program must be taken with members of the UNI graduate and associate graduate faculty and must be taken only for that degree (except for MAIS degree). The doctoral degree programs have different residence requirements. As soon as possible, a student in a degree program should discuss her/his residence credit plan with her/his program advisor in the degree department. The combination of transfer credit, self-paced course credit, and credit applied to another graduate degree cannot exceed one-third of the minimum degree hours, unless these are UNI courses.

After students have been admitted for a graduate degree, and provided that prior arrangements have been made with the Dean of GROE, they may take work at the University of Iowa, Iowa State University or the Quad-Cities Graduate Study Center. UNI may grant residence credit for this.

Departments and/or programs that wish to establish articulation agreements with other institutions of higher education may request a waiver of the 2/3 residency rule to Graduate Studies. In this instance, at least 50% of the minimum hours required for a particular Master or Specialist degree program must be taken with members of the UNI graduate and/or associate graduate faculty and must be taken only for that degree.

Nongraded Credit

Up to 3 credit hours of graduate non-graded (credit/no-credit) course work may be applied to the degree with the approval of the program and Graduate Studies. Exceptions are courses offered only on a non-graded basis and 6299, which must be graded credit. A grade of C- or

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better is required to earn credit. Credit/no-credit will not be used to circumvent the maximum 6 hours of C grades applied to the degree.

Credit from Other Institutions (Transfer Credit)

Graduate credit earned at other regionally accredited colleges and universities may be accepted to a maximum of one-third of the minimum number of hours required by a particular UNI graduate degree program, but specialist and doctoral programs may allow a smaller fraction of transfer hours. Graduate credit earned at other accredited colleges/universities may be accepted to a maximum of one-third of the minimum number of hours required by a UNI graduate program, including graduate certificates or advanced studies certificates. From these transfers, **up to 3 credit hours may be used to satisfy the minimum number of credits at the 6000-level course or 6000-7000 level requirement for doctoral degrees.** The rest of the credit hours must be met with UNI classes. Transfer credit is not processed for students in non degree status at UNI, unless enrolled in a graduate certificate or advanced studies certificate.

A student pursuing a graduate degree program should discuss plans to transfer credits with the program advisor as soon as possible. Academic departments are not obliged to count toward their degree programs any credit for course work undertaken without specific advice provided by the department. **All transfer courses must meet the following criteria.**

- Course must be a regular graduate course with a graduate course number (not professional development or college credit through an Educational Agency or conference).
- Course must be taken by the student in graduate status, and the official transcript must show a grade of B or better earned.
- Course must meet the UNI seven-year recency requirement, and ten-year for doctoral programs.

The official transcript *and any other documents required upon request* are used by the Office of Admissions. After a completed course has been ruled eligible, the student may submit an online request: Graduate transfer course credit approval to transfer the course and use it on the graduate degree. Application of eligible transfer courses to the UNI degree program requires approval by the department/graduate program on the student request.

Current students considering taking a course at another institution to use on the UNI degree should *seek approval from the department prior to enrolling for the course.* Transfer courses taken after degree admission will not be processed or approved for the degree until official transcripts for these courses are filed with the Office of Admissions.

Graduate programs or Graduate Studies may request additional materials such as course outline, syllabus or accreditation information to evaluate course eligibility for transfer to UNI or application to a plan of study at UNI. Approval to apply any transferred credits toward a degree program must be granted by the student's academic advisor, and the program head or graduate coordinator.

For Master of Arts in Interdisciplinary Studies, upon approval from Graduate Studies, students may transfer a certificate earned at another accredited university that has not been used to satisfy the requirements for a previous Master's degree, up to 15 credits. Credits taken at another institution at the appropriate level may count toward the 6000-level credits required to graduate, pending approval from Graduate

Studies and the program head or graduate coordinator. Graduate programs or Graduate Studies may request additional materials such as course outline, syllabus or accreditation information to evaluate course eligibility for transfer.

Self-Paced Courses

Self-Paced courses may be applied toward a graduate degree program or graduate certificate; not to exceed 9 semester hours of 5000-level courses. Self-Paced credit to be applied to a graduate degree program or graduate certificate must have departmental/program approval. An online student request must be submitted and approved prior to registering for the course (submit request "Other").

Workshop Credit

Workshop courses from academic units and/or centers at UNI can be used towards the completion of a graduate degree or a graduate certificate with departmental/program approval, not to exceed 15 credit hours. Graduate credit will only be given for graded UNI workshop courses that provide professional opportunities to current working professionals; all workshops can be repeated. No more than 6 credit hours earned in workshop courses from another institution will be applied toward a graduate degree.

Courses Applying to Two Graduate Degrees

At least two-thirds (2/3) of the minimum hours required for a graduate degree must be UNI courses taken only for that degree. Any combination of transfer hours, self-paced courses, and hours applied to another degree may make up no more than one-third (1/3) of the minimum hours required for a graduate degree. Some programs may impose more restrictive limits.

- No course may be applied to more than two degrees. No course may apply to both the first Master's degree and a doctoral degree.
- A maximum of 9 semester hours may be common to two Master's degrees, whether the degrees are concurrent or sequential.
- A maximum of 6 semester hours may be common to both a doctoral degree and another graduate degree beyond the first Master's degree (e.g., second Master's, Specialist).

Second Master's Degree

Students may pursue a second master's degree at the University of Northern Iowa upon completion of the first master's degree or may pursue two separate master's degrees concurrently by meeting all requirements for the second degree. **Only 9 semester hours of work may be shared by two Master's degrees, whether concurrent or sequential.** All university graduation requirements including completion of 6000-level coursework, and all other specific requirements shall be met for the second major, in addition to work completed for the first major.

Dual Master's Degree Programs

Programs partnering on dual master's degree programs must have a program of study on file in the Division of Graduate Studies and the Office of the Registrar.

Students may pursue dual master's degrees concurrently by meeting all requirements for both degree programs. Students must be admitted into both programs, and the Registrar's Office must be notified through

the appropriate channels. **Only 9 hours of work may be shared by two master's degrees, whether concurrent or sequential.** All university graduation requirements, including completion of 6000-level coursework and all other specific requirements, shall be met for the second major, in addition to work completed for the first major. A common thesis or non-thesis artifact and other program exit requirements are permissible.

Master's Degree Concurrent With or After a Doctoral Degree

A maximum of six hours of graduate credit applied to meet the requirements of a doctoral degree may be applied to both the doctoral degree and an additional graduate degree beyond the first Master's degree. No course may apply to both the first Master's degree and a doctoral degree.

Master's Degree Requirements

Thesis Plan

1. The number of hours of graduate credit required varies with the major, but no fewer than **30 semester hours of graduate credit is required for all majors.** For the Master of Arts (M.A.) thesis plan, the Master of Arts in Education (M.A.E.) thesis plan, and the Master of Music (M.M.) thesis/recital plan, a minimum of 24 semester hours must be in course work other than xxx:6299 Research and xxx:629R Directed Research. For the Master of Science (M.S.) degree with thesis, a minimum of 21 semester hours must be in coursework other than xxx:6299 Research and xxx:629R Directed Research. The remainder of the 30 semester hours will be xxx:6299 thesis research credit. See departmental listings for program descriptions.
2. **6000-level credits:** A minimum of 9 semester hours of 6000-level credit, other than xxx:6299 Research and xxx:629R Directed Research, taken at the University of Northern Iowa is required. A minimum of 6 semester hours of xxx:6299 and a maximum of 12 semester hours of xxx:629R taken at the University of Northern Iowa can be applied to the requirements for the degree. Following enrollment in all required semester hours of xxx:6299, a thesis major can register for 1-12 hours of xxx:629R and apply it to the degree as additional credits required, as long as no more than 6 semester hours are taken per semester. xxx:629R cannot be applied to the required minimum hours for the degree or the required minimum hours of 6000-level for the degree program.
3. Complete the course requirements for a specific major and any additional courses designated by the departmental committee.
4. Complete any additional program graduation requirements. See program-specific requirements.
5. Meet the seven-year recency of credit requirement.
6. Complete a thesis or creative thesis (or thesis abstract if the creative thesis is not in written form) or recital with recital abstract, as required by the student's graduate program, and meet Graduate Studies submission deadlines.
7. Any use of Generative Artificial Intelligence should be appropriately documented within the written document and listed on the Reference Page. If the student fails to report AI use, disciplinary action will be taken, which could result in program dismissal. It is recommended that students consult their academic advisor for program-specific guidelines.

8. Meet the residence credit requirement.

9. Application for graduation

It is the student's responsibility to make a timely application to graduate during the term the final degree requirements are completed. Application for graduation must be completed online through MyUNIverse Student Center. **Application to graduate must be submitted by November 10 for Fall, April 1 for Spring, or July 1 for Summer terms.** During the semesters, these dates ensure that students' names can be included in the commencement publication. If the department or Graduate Studies does not approve a post-term applicant, the student must apply for graduation the next term. Late fees apply.

Graduate Student Eligibility to Participate in Commencement Ceremony

Graduate students may participate in commencement at the end of the Fall or Spring term when their final degree requirements are completed or the next later term. There is no summer commencement ceremony. Summer degree candidates may participate in Spring or Fall commencement as indicated below.

Although Application for Degree Conferral may be submitted until the end of the term, to ensure inclusion in the commencement program and to avoid a late application fee, Applications for Graduation must be submitted by the following deadlines:

- Spring graduate degree candidates must submit their application by April 1.
- Fall graduate degree candidates must submit their application by November 10.
- Summer graduate degree candidates: The application deadline to avoid the late application fee is July 1. For deadlines for commencement participation, see the appropriate paragraph immediately below:

Summer Graduation - Master's and Specialist Degree

Students: Students who will complete their degree requirements in summer, and who apply by April 1 for summer graduation (degree conferral), are eligible to participate in Spring commencement. Students who will complete their degree requirements in the summer and apply after April 1 for summer graduation (degree conferral) are only eligible to participate in fall commencement.

Non-Thesis Plan

1. The number of required graduate credit hours varies with the major, but no fewer than **30 semester hours of graduate credit is required for all majors.** For the Master of Accounting (MAcc), the Master of Arts (M.A.) non-thesis plan, the Master of Arts in Education (M.A.E.) non-thesis plan, the Master of Business Administration (M.B.A.), the Master of Music (M.M.) non-thesis/half recital plan, the Master of Public Policy (M.P.P.), the Master of Science (M.S.) non-thesis plan, the Master of Social Work (M.S.W.), and the Professional Science Master's (P.S.M.), a minimum of 27 semester hours must be in course work other than xxx:6299 Research and xxx:629R Directed Research. See departmental listings for program descriptions.

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2. **6000-level credits:** A minimum of 12 semester hours of 6000-level credit, taken at the University of Northern Iowa is required. No more than 3 semester hours of xxx:6299 can be applied to the requirements for the degree. Following enrollment in 3 semester hours of xxx:6299, a non-thesis major can register for 1-12 hours of xxx:629R and apply it to the degree as additional credits required, as long as no more than 6 semester hours are taken per semester. xxx:629R cannot be applied to the required minimum hours for the degree or the required minimum hours of 6000-level for the degree program.
3. Complete the course requirements for a specific major and any additional courses designated by the departmental committee.
4. Meet the seven-year recency of credit requirement.
5. Complete at least one **substantial artifact** as specified by the student's graduate program. This type of assessment must be evaluated by at least one member of the graduate faculty and approved and filed by the department. The department determines if the artifact is substantial enough to warrant retention in Scholarworks. The Division of Graduate Studies is notified upon completion of this requirement via an electronic form submitted by the department.
6. Complete any additional program graduation requirements. See program-specific requirements.
7. Any use of Generative Artificial Intelligence should be appropriately documented within the written document and listed on the Reference Page. If the student fails to report AI use, disciplinary action will be taken, which could result in program dismissal. It is recommended that students consult their academic advisor for program-specific guidelines.
8. Meet the residence credit requirement.
9. **Application for graduation**

It is the student's responsibility to make a timely application to graduate during the term the final degree requirements are completed. Application for graduation must be completed online through MyUNiverse Student Center. **Application to graduate must be submitted by November 10 for Fall, April 1 for Spring, or July 1 for Summer terms.** During the semesters, these dates ensure that students' names can be included in the commencement publication. If the department or Graduate Studies does not approve a post-term applicant, the student must apply for graduation the next term. Late fees apply.

Graduate Student Eligibility to Participate in Commencement Ceremony

Graduate students may participate in commencement at the end of the Fall or Spring term when their final degree requirements are completed or the next later term. There is no summer commencement ceremony. Summer degree candidates may participate in Spring or Fall commencement as indicated below.

Although Application for Degree Conferral may be submitted until the end of the term, to ensure inclusion in the commencement program and to avoid a late application fee, Applications for Graduation must be submitted by the following deadlines:

Spring graduate degree candidates must submit their application by April 1.

Fall graduate degree candidates must submit their application by November 10.

Summer graduate degree candidates: The application deadline to avoid the late application fee is July 1. For deadlines for commencement participation, see the appropriate paragraph immediately below:

Summer Graduation -Master's and Specialist Degree Students: Students who will complete their degree requirements in summer and who apply by April 1 for summer graduation (degree conferral) are eligible to participate in Spring commencement. Students who will complete their degree requirements in the summer and who apply after April 1 for summer graduation (degree conferral) are only eligible to participate in fall commencement.

Other Requirements and Criteria for Master's Degree Students

Examinations

Master's degree students on either the thesis or non-thesis plan may be required to pass a comprehensive examination. Graduate Studies receives an electronic notification.

Research credit

Registration for xxxx 6299 Research (where xxxx is the department subject area) will not be accepted until the student has submitted a statement or outline of the proposed research project and has secured the approval of the person directing the research project and the head of the appropriate department. A copy of the completed research report, approved by the director of the research project and the department head, should be filed with the departmental office.

Research carries residence credit and may be pursued either on or off campus.

Thesis Plan - Credit Hours

The total number of credit hours of research permitted for thesis work will vary with the program. Master's theses (M.A., M.A.E.) include a 6-9 hour research credit requirement. The M.S. thesis option requires a maximum of 9 credit hours of research. However, in all cases, to earn research credit the student registers for the appropriate numbered course (xxx:6299), **not more than 6 hours in any semester.** The instructor may assign an *RC* for *Research Continued*, if the instructor feels the work has not reached the stage where it can be evaluated.

In conjunction with Graduate Studies, the Registrar may authorize an extension of time for the completion of *Research Continued (RC)* in research up to one additional calendar year with the consent of the instructor (beyond the 48 month duration). If, at the end of that time, the work has not been completed, the grade of *RC* will be changed to an *F (Failure)*. Once the extended instructional period is finished, the *RC* grade will be replaced with the appropriate grade assigned by the instructor. If the *RC* grade is not replaced with an appropriate grade within an instructional period, the *RC* will be automatically entered as an *F* on the student record after 48 months.

Thesis

A thesis is required of all students who choose the thesis option. Because the thesis serves a functional need, no attempt is made to limit the topics considered acceptable. The thesis is to be prepared and submitted in accordance with the most current edition of Graduate Studies *Thesis and Dissertation Manual* at <https://guides.lib.uni.edu/thesis-and-dissertation-formatting/>. This manual should be consulted prior to writing the thesis.

The thesis may take the form of studies, experiments, surveys, compositions, creative work, and projects and may cover such matters as methodology, understanding children, and materials of instruction, or may delve rather deeply into some aspect of a specialized academic field. Whatever the nature of the subject, its development into an acceptable thesis is considered to contribute to the growth of such attributes as maturity of judgment, initiative, writing ability, and organizational ability. The thesis should make a 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.

Selection of Thesis Topic

Students following the thesis plan of study are urged to make at least a tentative selection of a topic by the end of their first semester.

Thesis Committee

Students on the thesis option must select a thesis committee in consultation with their academic advisors (usually within the first 9-18 credit hours of coursework). They must file a Committee Appointment Form (available at <https://grad.uni.edu/current-students>) for Graduate Studies approval. The committee consists of a faculty chairperson, who must hold regular graduate faculty status, and two committee members, one of whom must hold regular graduate faculty status and the other may have either regular graduate faculty status or associate status. The student can add additional persons beyond the core composition of three members. The committee assists students in further defining coursework, supervises thesis research and writing, proposal requirements, and eventually accepts or rejects the thesis. Further committee responsibilities are outlined in the *Thesis and Dissertation Manual*.

Thesis Proposal

The student, in conjunction with the committee chair, should make arrangements to present the thesis proposal to the committee. Formal work on the thesis may not proceed without approval from the committee. Specifications of what fulfills the proposal requirements are determined by the program and department in conjunction with Graduate Studies. Students should consult with the chair and program for details on fulfilling the thesis proposal.

Formatting Assistance and Preliminary Checks

Students may elect to attend a formatting workshop to guide them toward meeting the document formatting requirements for the thesis. Workshops are provided during Fall and Spring semesters and benefit students who have a proposal draft, or equivalent to three chapters.

Students may also choose to send a copy to the Reviewer for a preliminary check. This should occur as early as the semester in

which the proposal is approved. This check will be an abridged session that will cover all components of the final review.

Students may also schedule appointments with the Reviewer for further assistance.

Graduate Studies Review Deadline and Oral Defense to Committee

The Graduate Studies Review and Oral Defense may occur in any order so long as the work is submitted to Graduate Studies by the review deadline for the semester of completion. These processes may be occurring simultaneously. Because of this, the sections below include information on both processes.

1. Graduate Studies Review - In the semester of intended completion, the student must submit an electronic copy of the thesis to Graduate Studies for review. This does not need to be a final copy of the document, but should be close to the end product.

This review will point out errors of style and provide a citation review. Common errors will not be identified throughout the whole document; rather, students will be guided to understand the common error and be expected to apply it throughout the document. All corrections requested at the time of review must be completed prior to submission.

Appointments with the Reviewer may help direct the student's understanding of the corrections. The student should work with the committee to ensure these corrections properly reflect the expectations of their field.

The review deadline for the Fall and Spring semesters are **six weeks before commencement**. For summer deadlines, see the section on summer terms and deadlines.

2. Oral Defense to Committee - All students must have a formal oral defense of their thesis before a committee, which must meet the composition noted in the section above. Upon successfully completing the defense, the student must submit the electronic Thesis Approval Form (available at <https://grad.uni.edu/current-students>). Note: this form will go to the chair for approval before being sent to Graduate Studies. This form will not be approved by Graduate Studies until final approval is granted (see section on final approval below) so the student should not wait for a notification and should continue the process of submitting their work.

The student may choose to bring print copies of the approval page (located within the formatted thesis document, page ii) to the defense to be signed by the committee for personal use (e.g. use in binding a print copy for their personal libraries). Graduate Studies does not require this or facilitate the binding of personal copies. The student should obtain committee members' signatures and then submit the page(s) to the Graduate Studies office, for the dean's signature, along with a mailing address for them to be returned to upon final approval.

While there is no official deadline for oral defenses at the Graduate Studies level (students should contact their departments for any internal deadlines), students should

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aim to complete this defense with enough time to make any final changes prior to the semester submission deadline.

Submission Deadline and Process

Submission of the thesis may occur once the committee's approval of the content and the oral defense is granted and all requirements at the departmental level have been satisfied. The student must have met all of the expectations outlined during the review. Submission of a thesis includes the electronic Thesis Approval Form (available at <https://grad.uni.edu/current-students>). Note: Submission **does not** guarantee final approval. The submission deadline for the Fall and Spring semesters is **two weeks before commencement**. For summer deadlines, see the section on summer terms and deadlines.

1. Final Check - The final check process will begin once the final copy has been submitted to Graduate Studies. This check will ensure that any minor revisions necessary to meet requirements are clarified to the student and made in a timely manner. Matters of citation management, proper use, and document formatting will be checked at this time. If a submitted thesis requires more substantial corrections during the final check, the student will receive direction on what corrections and edits they must make to be approved and given a new timeline to re-submit. **Substantial corrections and/or missing the deadlines outlined in the updated timeline may delay approval to a future semester.**

2. Final Approval - Students will be granted final approval upon fulfilling any final corrections requested during the final check. Students need to submit the Library Permission to Preserve Form, sent to them at the time of approval, for Rod Library's ScholarWorks unit. This form dictates the approved access levels to the electronic thesis through UNI's digital repository. Chairs should discuss any needs for embargo periods to allow for publication or restrictions to the student's work that the student should consider. It ultimately is up to the student, as the scholar, to determine which access levels best suit their needs. Upon receipt of the Library Permission to Preserve Form, the thesis approval process is finalized and a notification is sent to the Office of the Registrar to record the completion of the requirement. If a student sends paper copies of their approval page to Graduate Studies, they receive the dean's signature at this time.

Summer Term and Deadlines

Due to the nature of summer term, the deadline for review and submission of the thesis follows a different timeline than fall and spring.

- Students must submit for the review deadline during the spring term immediately preceding the summer in which they intend to complete their thesis.
- The final submission must be made by the final day of class in the summer term.**
- Students must consult with their committee and department to ensure availability to assist the student with completing their research and defending over the summer term. It is recommended that departments draft a memorandum of understanding with faculty who are not on contract; however, students are ultimately

responsible for clearly communicating their intent with their committee and forming an agreeable schedule with everyone involved.

Summary of Hour Requirements and Limits

Below is a summary of the hour requirements and limits for Master's degrees - both the thesis and the non-thesis plans. Some degrees have higher minimum-hour requirements. Departments may require additional hours for individuals with **specific programs or special objectives**. There are no exceptions to the maximum hour limits.

Thesis

Minimum graduate hours required *	30
Minimum hours required in courses numbered 6000 and above at UNI **	15
Minimum hours of credit at UNI unique to the particular degree (two-thirds of minimum hours for degree)	20
Maximum usable hours in transfer credit (up to one-third of the minimum hours required for the degree)	10
Maximum usable hours in self-paced courses (requires Graduate Studies preapproval)	9
Maximum usable hours of workshop credit	15
Maximum usable hours of opted non-graded credit (requires Graduate Studies preapproval)	3
Maximum usable hours of credit in C range (C-, C, C+)	6
Maximum hours shared between two Master's degrees	9

* Includes 6 to 9 hours of research (xxx:6299), depending on the master's program. Total hours depends on major chosen.

**Including 6-9 hours of xxx:6299 Research. Some programs have higher minimums.

Non-Thesis

Minimum graduate hours required *	30
Minimum hours required in courses numbered 6000 and above at UNI **	12
Minimum hours of credit at UNI unique to the particular degree (two-thirds of minimum hours for degree)	20
Maximum usable hours in transfer credit (up to one-third of the minimum hours required for the degree)	10
Maximum usable hours in self-paced courses (requires Graduate Studies preapproval)	9
Maximum usable hours of workshop credit	15
Maximum usable hours of opted non-graded credit (requires Graduate Studies preapproval)	3
Maximum usable hours of credit in C range (C-, C, C+)	6
Maximum hours shared between two Master's degrees	9

* Includes at least one substantial artifact. Total hours depends on major chosen.

**Some programs only allow up to 3 hours of research (xxx:6299).

Specialist in Education Degree Requirements

See also the Common Graduate Regulations.

Graduation Requirements

Students shall complete the general requirements for the Specialist in Education degree and shall meet the requirements as specified by the departmental committee using a combination of graduate courses taken for the master's degree and beyond.

Hours of Credit

A student must earn a minimum of 36 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 36-hour requirement if that credit is earned during the final semester. Certain limitations on the amount and kinds of credit must be observed. See also the Common Regulations and Requirements for All Graduate Programs:

6000-level Credit

A student must earn at least 15 semester hours of credit in courses numbered 6000 or above.

Research Credit

For the thesis option, not more than 6 hours of research credit (xxx:6299) can be included in the 36 (or more) hours of post-master's credit. For the non-thesis option, not more than 3 hours of research credit (xxx:6299) can be included in the 36 (or more) hours of post-master's credit.

1. Thesis Credit Hours

The work on a thesis will involve 6 hours of research credit (xxx:6299). To earn this credit, a student registers for *Research* and usually not in one block. The instructor may assign a grade for a semester's registration in research based upon the progress made, or may assign a *Research Continued (RC)* if the instructor feels the work has not reached the place where it can be evaluated. In conjunction with Graduate Studies, the Registrar may authorize an extension of time for the completion of *Research Continued (RC)* in research up to one additional calendar year with the consent of the instructor (beyond the 48 month duration). Once the instructional period is finished, the *RC* grade will be replaced with the appropriate grade assigned by the instructor. If the *RC* grade is not replaced with an appropriate grade within an instructional period, the *RC* will be automatically entered as an *F (Failure)* on the student record after 48 months.

2. Transfer credit

In addition to the transfer credit permitted on the master's degree (see the Common Regulations and Requirements for All Graduate Programs), 8 semester hours of transfer credit for post-master's work may be applied toward the degree of Specialist in Education.

Scholarship

A cumulative grade index of 3.00 (B average) must be earned as graduate students in all courses on the advisement report. No credit

toward graduation is allowed for a course in which a grade below C- is earned. See also the Common Regulations and Requirements for All Graduate Programs.

Examinations

Students must pass a comprehensive written and oral examination. These examinations are reported to Graduate Studies by the student's department via electronic form found at grad.uni.edu.

Thesis

A thesis is required of all students who choose the thesis option. Because the thesis is considered to serve a functional need, no attempt is made to limit the topics considered acceptable. The thesis is to be prepared and submitted in accordance with the most current edition of Graduate Studies *Thesis and Dissertation Manual* at <https://guides.lib.uni.edu/thesis-and-dissertation-formatting/>. This manual should be consulted prior to writing the thesis.

The thesis may take the form of studies, experiments, surveys, compositions, creative work and projects, and may concern itself with such matters as methodology, understanding children, and materials of instruction, or may delve rather deeply into some aspect of a specialized academic field. Whatever the nature of the subject, its development into an acceptable thesis is considered to contribute to the growth of such attributes as maturity of judgment, initiative, writing ability, and organizational ability. The thesis should make a 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.

Selection of Thesis Topic

Students following the thesis plan of study are urged to make at least a tentative selection of a topic by the end of their first semester.

Thesis Committee

Students on the thesis option must select a thesis committee in consultation with their academic advisors (usually within the first 9-18 credit hours of course work). They must file a Committee Appointment Form (available at <https://grad.uni.edu/current-students>) for Graduate Studies approval. The committee consists of a faculty chairperson, who must hold regular graduate faculty status, and two committee members, one of whom must hold regular graduate faculty status and the other may have either regular graduate faculty status or associate status. The student can add additional persons beyond the core composition of three members. The committee assists students to further define course work, supervises thesis research and writing, proposal requirements, and eventually accepts or rejects the thesis. Further committee responsibilities are outlined in the *Thesis and Dissertation Manual*.

Thesis Proposal

The student, in conjunction with the committee chair, should make arrangements to present the thesis proposal to the committee. Formal work on the thesis may not proceed without approval from the committee. Specifications of what fulfills the proposal requirements are determined by the program and department in conjunction with Graduate Studies. Students

Graduate Degree Overview

should consult with the chair and program for details on fulfilling the thesis proposal.

Formatting Assistance and Preliminary Checks

Students may elect to attend a formatting workshop to guide them towards meeting the document formatting requirements for the thesis. Workshops are provided during Fall and Spring semesters and benefit students who have a proposal draft, or equivalent to three chapters.

Students may also choose to send a copy to the Reviewer for a preliminary check. This should occur as early as the semester in which the proposal is approved. This check will be an abridged session which will cover all components of the final review.

Students may also schedule appointments with the Reviewer for further assistance.

Graduate Studies Review Deadline and Oral Defense to Committee

The Graduate Studies Review and Oral Defense may occur in any order so long as the work is submitted to Graduate Studies by the review deadline for the semester of completion. These processes may be occurring simultaneously. Because of this, the sections below include information on both processes.

1. Graduate Studies Review - In the semester of intended completion, the student must submit an electronic copy of the thesis to Graduate Studies for review. This does not need to be a final copy of the document, but should be close to the end product.

This review will point out errors of style and provide a citation review. Common errors will not be identified throughout the whole document; rather, students will be guided to understand the common error with the expectation they will apply it throughout the document. All corrections requested at the time of review must be completed prior to submission.

Appointments with the Reviewer may help direct the student's understanding of the corrections and the student should work with the committee to ensure these corrections properly reflect the expectation of their field.

The review deadline for Fall and Spring semesters is **six weeks prior to commencement**. For summer deadlines, see the section on summer term and deadlines.

2. Oral Defense to Committee - All students must have a formal oral defense of their thesis before a committee, which must meet the composition noted in the section above. Upon successful completion of the defense, the student is required to submit the electronic Thesis Approval Form (available at <https://grad.uni.edu/current-students>). Note: this form will go to the chair for approval before being sent to Graduate Studies. This form will not be approved by Graduate Studies until final approval is granted (see section on final approval below) so the student

should not wait for a notification and should continue the process of submitting their work.

The student may choose to bring print copies of the approval page (located within the formatted thesis document, page ii) to the defense to be signed by the committee for personal use (e.g. use in binding a print copy for their personal libraries). Graduate Studies does not require this and does not facilitate the binding of personal copies. The student should obtain committee members' signatures and then submit the page(s) to the Graduate Studies office, for the dean's signature, along with a mailing address for them to be returned to upon final approval. This should be printed on white, acid free, 25% or 100% cotton paper.

While there is no official deadline for oral defenses at the Graduate Studies level (students should contact their departments for any internal deadlines), students should aim to complete this defense with enough time to make any final changes prior to the semester submission deadline.

3. Submission Deadline and Process - Submission of the thesis may occur once the committee's approval of the content and the oral defense is granted and all requirements at the departmental level have been satisfied. The student must have met all of the expectations outlined at the time of the review. Submission of a thesis includes: (1) sending an electronic copy of the final thesis to Graduate Studies for a final check and (2) submission of the electronic Thesis Approval Form (available at <https://grad.uni.edu/current-students>). Note: Submission **does not** guarantee final approval.

The submission deadline for Fall and Spring semesters is **two weeks prior to commencement**. For summer deadlines, see the section on summer term and deadlines.

4. Final Check - Once the final copy has been submitted to Graduate Studies, the final check process will begin. This check will ensure that any minor revisions necessary to meet requirements are clarified to the student and made in a timely manner. Matters of citation management and proper use, as well as document formatting, will be checked at this time. If a submitted thesis requires more substantial corrections at the time of the final check, the student will receive direction on what corrections and edits they must make to be approved and given a new timeline to re-submit. **Substantial corrections and/or missing the deadlines outlined in the updated timeline may delay approval to a future semester.**

5. Final Approval - Students will be granted final approval upon fulfilling any final corrections requested during the final check. Students need to submit the Library Permission to Preserve Form, sent to them at the time of approval, for Rod Library's ScholarWorks unit. This form dictates the approved levels of access to the electronic thesis through UNI's digital repository. Chairs should discuss any needs for embargo periods, to allow for publication, or restrictions to the student's work that the student should consider. It ultimately is up to the student, as the scholar, to determine which levels of access best suit their needs. Upon receipt of the Library Permission to Preserve Form, the thesis

approval process is finalized and a notification is sent to the Office of the Registrar to record the completion of the requirement. If a student sent paper copies of their approval page to Graduate Studies, they receive the dean's signature at this time.

Summer Term and Deadlines

Due to the nature of summer term, the deadline for review and submission of the thesis follows a different timeline than fall and spring.

- Students must submit for the review deadline during the spring term immediately preceding the summer in which they intend to complete their thesis.
- **The final submission must be made by the final day of class in the summer term.**
- Students must consult with their committee and department to ensure availability to assist the student with completing their research and defending over the summer term. It is recommended that departments draft a memorandum of understanding with faculty who are not on contract; however, students are ultimately responsible for clearly communicating their intent with their committee and forming an agreeable schedule with everyone involved.

Non-Thesis Option

Complete at least one substantial written report documenting research, a project or an internship, as specified by the student's graduate program. This document must be supervised by at least one regular member of the graduate faculty, approved by the department and permanently filed with the departmental office. This requirement is reported to Graduate Studies upon completion by the student's department via electronic form found at grad.uni.edu.

Licensure

In some cases, appropriate teaching endorsement will be recommended for those who meet the standards set by the university in conjunction with the appropriate licensure agency. Receipt of the degree is not a necessary prerequisite to recommendation for the appropriate endorsement(s) unless state standards require such. **A UNI cumulative grade point average of 3.00 or better will be required prior to recommendation for endorsement(s).** Students seeking licensure will need to consult the Registrar's Office for further guidance, and submit an undergraduate, post-baccalaureate application (see Post-baccalaureate, Undergraduate Study in this university catalog).

Exit Requirement

Before graduating with the Specialist in Education degree, the student must take the Praxis II test in School Psychology (number 0400) and submit a copy of the complete Examinee Score Report to the program coordinator.

Application for Graduation

It is the student's responsibility to make a timely application to graduate during the term the final degree requirements are completed. Application for graduation must be completed online through MyUNIverse Student Center. **Application to graduate must be submitted by November 10 for Fall terms, April 1 for Spring terms, or July 1 for Summer terms.** During the semesters,

these dates ensure that students' names can be included in the commencement publication. If the department or Graduate Studies does not approve a post-term applicant, the student will need to apply for graduation the next term. Late fees apply.

Graduate Student Eligibility to Participate in Commencement Ceremony

Graduate students may participate in commencement at the end of the Fall or Spring term that their final degree requirements are completed, or the next later term. There is no summer commencement ceremony. Summer degree candidates may participate in Spring or Fall commencement as indicated below.

Although Application for Degree Conferral may be submitted until the end of the term, in order to ensure inclusion in the commencement program and to avoid a late application fee, Applications for Graduation must be submitted by the following deadlines:

- Spring graduate degree candidates must submit their application by April 1.
- Fall graduate degree candidates must submit their application by November 10.
- Summer graduate degree candidates: The application deadline to avoid the late application fee is July 1. For deadlines for commencement participation, see the appropriate paragraph immediately below:

Summer Graduation - Master's and Specialist Degree

Students: Students who will complete their degree requirements in summer, and who apply by April 1 for summer graduation (degree conferral), are eligible to participate in Spring commencement. Students who will complete their degree requirements in summer and who apply after April 1 for summer graduation (degree conferral) are only eligible to participate in fall commencement.

Doctoral Requirements

See also the Common Graduate Regulations (p. 402).

Credit from Other Institutions

All transfer credit, including work taken prior to formal admission, is subject to review by the Office of Admissions, Dean of GROE or designee, Dean or Associate Dean of the College of Education, and the College Committee for Doctoral Study. The student's doctoral advisor will make recommendations regarding the applicability of transfer credit. Hours that have been applied to the first master's degree cannot be transferred.

Credit from other Institutions: If applicants wish to have graduate level **transfer courses** considered for their graduate degree at UNI, official transcripts must be submitted to the UNI Office of Admissions at the time of admission to graduate study. Courses will not be evaluated for transfer credit eligibility until the student is in attendance at UNI. See <https://admissions.uni.edu/apply> for further information.

A maximum of 6 credits can be applied to both a doctoral degree and a second or third Master's degree or a Specialist degree.

A student must complete at least 36 hours of credit, including the Professional Common Core, with members of the UNI Graduate Faculty.

Graduation Requirements

Scholarship

A cumulative grade point average of 3.00 or above (on a 4.00 scale) must be maintained for all course work taken toward the Doctor of Education degree at the University of Northern Iowa. No more than 6 semester hours of C credit (C-, C, C+) may be applied toward credit for graduation. A course with a grade lower than C- cannot be used to fulfill degree requirements. See also the Common Regulations and Requirements for All Graduate Programs.

Hours of Credit

A minimum of 48 semester hours of credit beyond the master's degree is required. Students must complete the 24-credit Professional Common Core, the 15-credit Specialized Academic Field, and 9 credits of Dissertation Research.

Level of Courses

Credit earned as part of the candidate's degree will be earned in courses which are at the graduate level (5000-level, 6000-level, or 7000-level). A minimum of 36 hours of course work at the 6000-level or 7000-level must be completed. No more than 12 hours of credit at the 5000-level may apply toward the minimum hours.

Research Credit

9 hours of INTDEPED 7399 is required for the degree. No more than 9 hours of research may be taken. Departmental 7399 courses will not be used to add additional research hours to the degree and should not be taken. Master's-level Research courses 6299 cannot be applied to a doctoral degree. Directed Research 629R may be taken after all hours of have been registered for, but for no more than 12 hours total and for no more than 6 hours in a given term. 629R cannot be applied to the required minimum hours for the degree or the required minimum hours of 6000-level or 7000-level for the degree.

Dissertation Research Hours

The dissertation will involve 9 hours of credit. The instructor may assign an RC for Research Continued, if they feel the work has not reached the stage where it can be evaluated. In conjunction with Graduate Studies, the Registrar may authorize an extension of time for the completion of *Research Continued (RC)* in research up to one additional calendar year with the consent of the instructor (beyond the 48 month duration). If at the end of that time the work has not been completed, the grade of RC will be changed to an *F (Failure)*. Once the extended instructional period is finished, the RC grade will be replaced with the appropriate grade assigned by the instructor. If the RC grade is not replaced with an appropriate grade within an instructional period, the RC will be automatically entered as an *F* on the student record after 48 months.

Time Limitation (Recency of credit)

Courses taken more than ten (10) years prior to the granting of the degree cannot be used to meet degree requirements. See the Common Regulations and Requirements for All Graduate Programs for information on extensions for military active duty or FMLA-type circumstances.

Residence Requirement

A student must complete 36 hours of credit, including the Professional Common Core, with members of the UNI Graduate Faculty.

Assessments

The following examinations are required of all students enrolled in the Doctor of Education program:

Doctoral comprehensive requirement

The comprehensive requirement is aligned with the dissertation proposal presentation. Successful defense of the doctoral dissertation proposal will satisfy the comprehensive requirement of the program. Upon successful completion of the comprehensive requirement, the degree candidate achieves the status of an active candidate. Completion of the comprehensive requirement is reported to Graduate Studies by the student's department via an electronic form. The doctoral comprehensive requirement is governed by the following conditions:

- The candidate will have completed a minimum of 30 hours of the program of study for a comprehensive examination.
- The candidate will have satisfied the research proficiency requirement.
- A candidate may be permitted to take the doctoral comprehensive examination a second time.

Post-comprehensive registration

Doctoral students who have completed all of their program but the dissertation, and who have passed their comprehensive examination, must be continuously registered until the degree is completed. Students reaching this stage will be automatically registered and assessed a fee for the post-comprehensive registration number. Students who have completed their coursework, but have not yet passed the INTDEPED 7300 Post Comprehensive Examination, will be automatically registered and assessed a fee for INTDEPED:629C Continuous Registration until they have met the eligibility criteria for INTDEPED 7300.

Doctoral dissertation examination

Upon completion of their doctoral dissertation, the active candidate will request and submit to a public examination over the content, methodology, and results of the dissertation research. An announcement of this examination (defense) should be disseminated by the COE Dean's Office no less than 2 weeks prior to the defense date.

Dissertation

A dissertation is required of all candidates for the Doctor of Education degree. Because the dissertation is considered to serve a functional need, no attempt is made to limit the topics considered applicable. The dissertation is to be prepared and submitted in accordance with the most current edition of Graduate Studies *Thesis and Dissertation Manual* at <https://guides.lib.uni.edu/thesis-and-dissertation-formatting/>. This manual should be consulted prior to writing the dissertation.

The dissertation 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 dissertation is considered to contribute to the growth of such attributes as maturity of judgment, initiative, writing ability, and organizational ability. The dissertation

should make a 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.

Selection of Dissertation Topic

Students following the dissertation plan of study are urged to make at least a tentative selection of a topic early in their program.

Dissertation Committee

Doctoral candidates must form a committee consisting of a minimum of three core members. Two committee members, including the chair, must be current UNI graduate faculty and a third committee member may be a current UNI graduate faculty or outside member/practitioner holding associate graduate faculty status. The basic core composition will consist of a chair and two regular members. All members will be approved by Graduate Studies in conjunction with the College of Education, to serve on the committee. The College of Education may elect to designate a member in a specific role at the discretion of COE's academic dean or representative.

Up to two additional committee members (readers or contributors) may be added at the discretion of the committee chair and the College of Education. These additional personnel may participate in all committee responsibilities except for signature decisions.

The committee assists students to further define course work, supervises dissertation research and writing, and eventually accepts or rejects the dissertation. Further committee responsibilities are outlined in the Thesis and Dissertation Manual. Candidates must file a Committee Appointment Form (available at <https://grad.uni.edu/current-students>) for Graduate Studies approval.

Doctoral Dissertation Proposal

The student, in conjunction with their advisor, should make arrangements to present the dissertation proposal to the doctoral committee as a group. Formal work on the dissertation may not proceed without approval from the committee. An announcement of proposed defense should be disseminated following the College of Education's internal rules.

Formatting Assistance and Preliminary Checks

Students may elect to attend a formatting workshop to guide them towards meeting the document formatting requirements for their dissertation. Workshops are provided during Fall and Spring semesters and benefit students who have a proposal draft, or equivalent to three chapters.

Students may also choose to send a copy to the Reviewer for a preliminary check. This should occur as early as the semester in which the proposal is approved. This check will be an abridged session which will cover all components of the final review.

Students may also schedule appointments with the Reviewer for further assistance.

Graduate Studies Review Deadline and Oral Defense to Committee

The Graduate Studies Review and Oral Defense may occur in any order so long as the work is submitted to Graduate Studies by the review deadline for the semester of completion. These processes may be occurring simultaneously. Because of this, the section includes information on both processes.

1. Graduate Studies Review - In the semester of intended completion, the student must submit an electronic copy of the dissertation to Graduate Studies for review. This does not need to be a final copy of the document, but should be close to the end product.

This review will point out errors of style and provide a citation review. Common errors will not be identified throughout the whole document; rather students will be guided to understand the common error with the expectation they will apply it throughout the document. All corrections requested at the time of review must be completed prior to submission.

Appointments with the Reviewer may help direct the student's understanding of the corrections and the student should work with their committee to ensure these corrections properly reflect the expectation of their field.

The review deadline for Fall and Spring semesters is **six weeks prior to commencement**. For summer deadlines, see the section on summer term and deadlines

2. Oral Defense to Committee - All students must have a formal oral defense of their dissertation before a committee, which must meet the composition noted in the section above. Further information relevant to doctoral candidates is outlined in the Examinations section above. Upon successful completion of the defense, the student is required to submit the electronic EdD Dissertation Approval Form (available at <https://grad.uni.edu/current-students>). Note: this form will go to the chair for approval, as well as College of Education approvers, before being sent to Graduate Studies. This form will not be approved by Graduate Studies until final approval is granted (below) so the student should not wait for a notification and should continue the process of submitting their work.

The student may choose to bring print copies of the approval pages (the two title pages with signature lines, located within the formatted dissertation document) to the defense to be signed by the committee for personal use (e.g. use in binding a print copy for their personal libraries). Graduate Studies does not require this and does not facilitate the binding of personal copies. The student should obtain committee members' signatures and then submit the page(s) to the Graduate Studies office, for the dean's signature, along with a mailing address for them to be returned to upon final approval. This should be printed on white, acid free, 25% or 100% cotton paper.

While there is no official deadline for oral defenses at the Graduate Studies level (students should contact their departments for any internal deadlines), students should aim to complete this defense with enough time to

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make any final changes prior to the submission deadline. Announcement of the defense should follow the College of Education's guidelines.

Submission Deadline and Process

Submission of the dissertation may occur once the committee's approval of the content and the oral defense is granted and all requirements at the departmental level have been satisfied. The student must have met all of the expectations outlined at the time of the review. Submission for a doctoral dissertation includes: (1) sending an electronic copy of the final dissertation to Graduate Studies for a final check, (2) submission of the electronic EdD Dissertation Approval Form (available at <https://grad.uni.edu/current-students>), and (3) submission of the Survey of Earned Doctorates which can be found at <https://sed-ncses.org/login.aspx>. Note: Submission **does not** guarantee final approval. The submission deadline for Fall and Spring semesters is **two weeks prior to commencement**. For summer deadlines, see the section on summer term and deadlines.

1. Final Check - Once the final copy has been submitted to Graduate Studies, the final check process will begin. This check will ensure that any minor revisions necessary to meet requirements are clarified to the student and made in a timely manner. Matters of citation management and proper use, as well as document formatting, will be checked at this time.

If a submitted dissertation requires more substantial corrections at the time of the final check, the student will receive direction on what corrections and edits they must make to be approved and given a new timeline to re-submit. **Substantial corrections and/or missing the deadlines outlined in the updated timeline may delay approval to a future semester.**

2. Final Approval - Students will be granted final approval upon fulfilling any final corrections requested during the final check. Students need to submit the Library Permission to Preserve Form, sent to them at the time of approval, for Rod Library's ScholarWorks unit. This form dictates the approved levels of access to the electronic dissertation through UNI's digital repository. Chairs should discuss any needs for embargo periods, to allow for publication, or restrictions to the student's work that the student should consider. It ultimately is up to the student, as the scholar, to determine which levels of access best suit their needs.

Upon receipt of the Library Permission to Preserve Form, the dissertation approval process is finalized and a notification is sent to the Office of the Registrar to record the completion of the requirement.

If a student sent paper copies of their approval page to Graduate Studies, they receive the dean's signature at this time.

Summer Term and Deadlines

Due to the nature of summer term, the deadline for review and submission of the dissertation follows a different timeline than fall and spring.

Students must submit for the review deadline during the spring term immediately preceding the summer in which they intend to complete their thesis.

The final submission must be made by the final day of class in the summer term.

Students must consult with their committee and department to ensure availability to assist the student with completing their research and defending over the summer term. It is recommended that departments draft a memorandum of understanding with faculty who are not on contract; however, students are ultimately responsible for clearly communicating their intent with their committee and forming an agreeable schedule with everyone involved.

Application for Graduation

It is the student's responsibility to make a timely application to graduate during the term the final degree requirements are completed.

Application for graduation must be completed online through MyUNiverse Student Center. A non-refundable graduation fee is charged each term a student applies to graduate. **To avoid paying a late application fee, an application to graduate must be submitted by November 10 for Fall terms, April 1 for Spring terms, or July 1 for Summer terms.** During the semesters, these dates ensure that students' names are eligible for inclusion in the commencement publication. Note that inclusion in the commencement publication is dependent upon meeting all requirements and receiving Graduate Studies approval. After the deadline, but before the end of the term, students may still apply for degree conferral that term, but a late application fee will be charged in addition to the normal graduation fee, and their names might not be included in the commencement publication. **Applications submitted after the end of the term will generally not be processed for degree conferral for the term just past.** If the department or Graduate Studies does not approve a post-term applicant, the student will need to apply for graduation the next term. Late fees apply.

Attendance at Commencement

The candidate for the Doctor of Education degree is expected to secure the appropriate academic regalia and appear at commencement for the awarding of the degree. The candidate is not eligible to participate in commencement before the dissertation is submitted to Graduate Studies and all degree requirements are met.

Departmental Probation and Dismissal Policy Procedures For Programmatic Requirements Other Than GPA*

- *This policy does not preclude enforcement of any other university policies (e.g., policies regarding the academic standing of graduate students, academic ethics policies, grievance procedures for graduate students and graduate assistants).

Enrollment in a graduate program at the University of Northern Iowa carries an expectation of professional and ethical behavior by all students in the classroom, during internships, when working with others, etc. Professional and ethical behavior are the principles and standards governing how people behave in a professional environment. These principles are often codified through accrediting bodies or licensure standards. Therefore, in addition to the university-wide

requirements for academic standing, **academic departments may establish additional, specific behavioral expectations that align with programmatic professional standards. Violation of these expectations can result in program probation, suspension, or dismissal.**

Departments must make all reasonable efforts to inform graduate students of the such standards and disseminate them upon admission to graduate study in the program/area. Procedures for programmatic probation, suspension, and dismissal must provide clear guidelines regarding grounds for a student to be placed on probation, suspension, or dismissed. Procedures must allow for a fair and expeditious review and provide clear guidance on how the department proceeds and resources students can use.

To this end, departments with such requirements must put them in writing and file them in the departmental office, the office of the department's college, and the Division of Graduate Studies. The Dean of Graduate, Research, and Online Education (GROE) or designee must approve policies/procedures for programmatic probation, suspension, and dismissal. Subsequent changes in policies/standards must be communicated by the department to each student in the program, the Dean of the academic College, and to the Dean of GROE or designee. The new regulations will not apply retroactively to the disadvantage of students already in the program. Approval must be given with each new revision.

Departmental Programmatic Probation

Unless the violation rises to an egregious level (as determine by the program), the department/program must give the student a warning and allow the student the opportunity to comply. The department must adhere to the following minimum procedures in order to place a student on departmental probation:

1. The department head/program coordinator must meet with the student and discuss in what way(s) the student is failing to meet the program standard(s);
2. Advise the student (in writing) of the consequence(s) of failure to address the problem(s) cited, satisfactorily;
3. Develop a remediation plan;
4. Provide the student with a reasonable amount of time to meet the requirements of the remediation plan.

The department should also notify the Dean of the academic College, Dean of GROE or designee and the Office of the Registrar in writing of a student being placed on programmatic probation. The notification must include the remediation plan. The Dean of the academic College and the Dean of GROE or designee should be notified when the student has been removed from probation.

Departmental Programmatic Suspension

If a student fails to meet the requirements of the remediation plan, or if the same or new violations occur and the student is **to be placed on programmatic suspension**, the department must:

1. Within ten business days of being notified of the violation, provide a written explanation of the student's status;

2. Indicate the impact of the departmental suspension on pursuing future graduate coursework in the program of study, including the timeframe and expectations for reinstatement;
3. Explain the departmental reinstatement procedure(s);
4. Outline the appeals process (see appeals process below).

If the student is being placed on programmatic suspension, the department should notify in writing the Dean of the academic college, the Dean of GROE or designee, and the University Registrar to indicate the impact of the student's programmatic suspension status on the pursuit of future graduate coursework in the program of study. The Dean of the academic college, the Dean of GROE or designee, and the University Registrar should be notified when the student has been removed from suspension. Programmatic suspension is noted on the student's official transcript.

If a student is suspended during the semester in which they are enrolled in coursework, they will be removed from the course or course(s) they are enrolled in. The student will be withdrawn from the course(s). In addition, the student will not be allowed to enroll in new coursework until the suspension is removed.

Departmental Programmatic Dismissal

Unless the violation rises to an egregious level (as determined by the program), the student must first be placed on probation, allowing for remediation and/or suspension before being dismissed from the program. A student may be dismissed for failing to meet the requirements of programmatic probation, suspension, or other standards related to professional behavior or ability. A student who is dismissed from a program will not be allowed to return for the completion of degree requirements. Therefore, the department/program should provide a justification for taking this measure. If a student is dismissed from a graduate program, the department must, at minimum:

1. Notify the student in writing within ten business days of being informed of the violation; specify what the student has done to merit departmental/program dismissal;
2. Indicate the impact of departmental dismissal on pursuing future coursework in the program of study;
3. Outline the appeals process in programmatic dismissal letter (see appeals process below).

The department should notify the Dean of the academic College, the Dean of GROE or designee and the University Registrar in writing and indicate the justification for programmatic dismissal and the impact on the pursuit of graduate coursework in the program of study. Programmatic dismissal is reflected on the student's official transcript

Appeals Process for Programmatic Suspension or Dismissal

All correspondence with students should be both via email and certified mail. A receipt of communication should be collected as part of this process. The following outlines the appeals process:

1. A student has five business days from receipt of the suspension/dismissal letter to appeal the decision. The written appeal can either be sent via email or standard mail and should contain evidence to support the argument for appeal.

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2. The first level of appeal is to the Dean of the academic college where the program/department resides. The Dean has ten business days to respond to the appeal. The written response/decision must be sent via email and certified mail. A copy of the response should be sent to all parties, including the Dean of GROE and the Office of the Registrar.
3. If the student is unsatisfied with the first level of appeal, they can appeal to the Dean of GROE (second level of appeal). The student has five business days from receipt of the response from the Dean of the academic college to send an appeal. The written response/decision must be sent via email and certified mail. A copy of the response should be sent to all parties, including the Office of the Registrar.
4. The Dean of GROE has ten business days to respond to the appeal. Their decision is considered final and permanent. The written response/decision must be sent via email and certified mail.

Graduate Majors and Certificates

Graduate Majors

- Accounting MAcc (p. 418)
- Applied Engineering M.S. (p. 420)
 - Applied Systems Engineering Management
 - Engineering Management
 - Information and Electrical Engineering Technology
 - Metal Casting
- Art Education M.A. (p. 421)
- Athletic Training MATr (p. 422)
- Biology M.S. (p. 424)
- Business Administration M.B.A. (p. 424)
- Communication and Media M.A. (p. 426)
- Counseling M.A. (p. 429)
 - Clinical Mental Health Counseling
 - Dual Clinical Mental Health and School Counseling
- Doctor of Education Ed.D. (p. 431)
 - Allied Health, Recreation, and Community Services
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 - Special Education Director
 - Superintendency
 - Interdisciplinary
 - Postsecondary Education: Student Affairs
- Early Childhood Education M.A.E. (p. 434)
- Educational Psychology: Context and Techniques of Assessment M.A.E. (p. 435)
- Elementary Education M.A.E. (p. 435)
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 - Creative Writing
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 - English in Secondary and Postsecondary Schools
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Majors

Accounting MAcc Master of Accounting

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department

of Accounting for any other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Master of Accounting degree is offered both as a traditional graduate program and as an integrated program for current UNI undergraduate students. The procedures for applying to the program differ depending on whether the applicant is applying to the integrated program or the traditional program; therefore the requirements for admission are set out separately below.

Admission requirements for individuals not currently UNI undergraduate students: Individuals desiring entry into this degree program must have: a minimum Graduate Management Admission Test (GMAT) score of 500, a verbal GMAT score in the 40th percentile or higher, a cumulative grade point average (GPA) of B- or better on all upper division (junior/senior) accounting courses, and either completion of an undergraduate degree in accounting or satisfactory completion of Intermediate Accounting I ACCT 3120, Intermediate Accounting II ACCT 3122, Cost Accounting ACCT 3130, Income Tax ACCT 4150, Auditing ACCT 4160, and Accounting Information Systems ACCT 3140. In addition, a minimum admission score of 1150 (computed by multiplying the undergraduate GPA by 200 and adding the GMAT score) is required. At the discretion of the Accounting Department, students may be admitted on a probationary basis if their GMAT score and/or their average grades on upper division accounting courses fall below 500 and/or B-, respectively.

International students and/or individuals without English as a first language are required to demonstrate English language proficiency.

Applicants must earn a minimum score of 100 on the TOEFL iBT to be admitted. If the TOEFL iBT is not offered in the applicant's country, then the applicant must take the TOEFL and Test of Spoken English (TSE). Minimum scores on these tests for admission are 600 (or 250 on the computerized version) on the TOEFL and 50 on the TSE. The University of Northern Iowa also accepts the IELTS. If a student takes the IELTS, a minimum score of 7 is required, with no sub-score less than 6.

Admission requirements for current UNI undergraduate students applying to the integrated program: Current UNI undergraduate students desiring entry into this degree program must have: a minimum Graduate Management Admission Test (GMAT) score of 500, a verbal GMAT score in the 40th percentile or higher, a cumulative grade point average (GPA) of B- or better on all upper division (junior/senior) accounting courses, and satisfactory completion of Intermediate Accounting I ACCT 3120 and Intermediate Accounting II ACCT 3122. In addition, a minimum admission score of 1150 (computed by multiplying the undergraduate GPA by 200 and adding the GMAT score) is required. At the discretion of the Accounting Department, students may be admitted on a probationary basis if their GMAT score and/or their average grades on upper division accounting courses fall below 500 and/or B-, respectively.

UNI undergraduate accounting students interested in the MAcc Integrated Program may apply for admission to the program during the semester they are completing Intermediate Accounting II ACCT 3122. An Application for Admission to Graduate Study must be completed and the student's interest in the MAcc Integrated Program must be indicated on the application itself. The GMAT will be waived for UNI undergraduate students applying to the integrated program if they

have a GPA of 3.00 or higher after 75 UNI credits and at the end of the semester in which Intermediate II is taken. If accepted into the MAcc Integrated Program, the student will receive both the B.A. and MAcc degrees upon completion of the respective programs of study.

Once admitted into the integrated program, UNI undergraduate accounting students (who are classified as seniors) may register for a maximum of 12 hours of graduate credit as a senior, with the approval of the student's advisor, the instructor of the course(s), and the head(s) of the department(s) offering the course(s). Graduate credit completed as a senior will not be counted toward the undergraduate degree. See policies and procedures for Graduate Credit for Undergraduate Students for information on the tuition charged for graduate credit and financial aid eligibility. Integrated MAcc students will be classified as graduate students for tuition and federal financial aid purposes at the beginning of their fifth year or upon awarding of the bachelor's degree, whichever is earlier. Students must be classified as graduate students for tuition purposes for at least two full semesters (not including summers).

The MAcc is a full-time program. Accordingly, students are expected to carry a credit load sufficient to qualify as a full-time student for each semester during the program (excluding summers).

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

The Master of Accounting program (MAcc) is offered on the **non-thesis** option. A minimum of 30 semester hours is required for the degree, of which a **minimum of 15 hours must be at the 6000-level**. In addition, all transfer credit must be at the graduate level (i.e., equivalent to UNI's 6000-level courses).

Required

Accounting:		
ACCT 6120	Financial Accounting Theory and Analysis	3
ACCT 6170	Business Law for the Professional Accountant	3
ACCT 6175	Applied Professional Research	3
Information technology component:		
ACCT 6140	Business Analytics in Accounting	3
or MGMT 6249	Management Information Systems Concepts	

Electives 18

Accounting:		
ACCT 4025/5025	Advanced Accounting	
ACCT 4065/5065	Fraud Analytics	
ACCT 4070/5070	Government and Not-for-Profit Accounting	
ACCT 4162/5162	Advanced Auditing	
ACCT 6052	Advanced Tax Topics	
ACCT 6090	Graduate Internship in Accounting	
ACCT 6092	Topics in Accounting: Fraud Examination	
ACCT 6285	Individual Readings	
ACCT 6289	Seminar in Contemporary Issues in Accounting	

ACCT 6299	Research
Ethics:	
MGMT 3974/5974	Ethics, Responsible AI, and Business
International Business:	
FIN 3032	International Financial Management
MKTG 3176/5176	Global Marketing
Other electives:	
ECON 3221/5221	Public Finance
ECON 3229/5229	Cost-Benefit Analysis
ECON 3253/5253	Urban and Regional Economics
FIN 3160	Principles of Investments
MGMT 3905/5905	Employment and Labor Law
MGMT 3965/5965	Organizational Behavior
MGMT 3984/5984	Dynamics of Negotiations
MKTG 3113/5113	Consumer Behavior
HIST 6020	History and U.S. Public Policy
Any other graduate level course approved by the MAcc program coordinator	
Total Hours	30

Students will be required to satisfy an Experiential Component with a pre-approved experience. Ways in which this component might be satisfied include enrollment and satisfactory completion of ACCT 3055 or ACCT 3090 or ACCT 3179 or ACCT 6090. Non-academic credit work experience may also satisfy this requirement. Students will be required to prepare a written report summarizing their experience. Supervising faculty will determine whether the experience goals have been satisfied.

Learning Outcomes

Master of Accounting, MAcc

SLO 1 Technically Competent

- **Competency 1.1.** Identify rules and standards
- **Competency 1.2.** Comprehend and apply standards and theories

SLO 2 Professional Research Skills

- **Competency 2.1.** Identify research issues
- **Competency 2.2.** Identify authoritative guidance
- **Competency 2.3.** Use professional databases

SLO 3 Problem Solving and Analytical Skills

- **Competency 3.1.** Work with structured and unstructured problems
- **Competency 3.2.** Identify central issues and assumptions
- **Competency 3.3.** Recognize relationships and synthesize evidence
- **Competency 3.4.** Deduce conclusions
- **Competency 3.5.** Interpret conclusions

SLO 4 Oral and Written Communication Skills

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- **Competency 4.1.** Organize cohesive narrative
- **Competency 4.2.** Articulate views in logical and persuasive manner
- **Competency 4.3.** Deliver effective oral presentations
- **Competency 4.4.** Use business writing techniques free from mechanical and grammatical error

SLO 5 Effective Technology Skills

- **Competency 5.1.** Competently utilize current technology

Applied Engineering M.S.
Applied Engineering Major

The M.S. Applied Engineering program is designed to prepare and develop professionals to perform and function as leaders and skilled technologists in the industrial or educational environments. The program includes four emphases: Engineering Management, Information and Electrical Engineering Technology, Metal Casting, and Applied Systems Engineering Management. The curriculum offers both online and face-to-face classes, which are taught by UNI faculty. The program's core courses offer knowledge and skills in research methods, engineering cost analysis, and advanced project management, while the emphasis courses offer in-depth technical contents in specific technology areas. The program promotes a greater depth of understanding of applied technology and management, and technical and professional competency development. It provides opportunities to develop research and application skills directly related to individual competencies, needs, and objectives.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Applied Engineering for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) is **not** required for admission to the program.

This degree offers a **thesis and non-thesis option**. The four emphases are the following:

1. Information & Electrical Engineering Technology Emphasis - available in both **thesis** and **non-thesis** options;
2. Metal Casting Emphasis - available in both **thesis** and **non-thesis** options;
3. Engineering Management Emphasis - available in both **thesis** and **non-thesis** options;
4. Applied Systems Engineering Management Emphasis - available in **non-thesis** option only.

This major requires as a prerequisite a bachelor's degree with a major in engineering or technology field. Degree admission to the Master of Science in Technology requires an applicant to have:

1. Earned a minimum of 6 semester hours of college mathematics or statistics related content and 6 semester hours of college physics and/or chemistry and biochemistry or other science related content (this may be either graduate or undergraduate credit);

2. Earned a minimum of 15 semester hours in a major technical field and 8 semester hours in supporting technical subjects;
3. A personal statement;
4. Online Application for Graduate Study;
5. TOEFL score of 550 (paper-based) or 79 iBT;
6. Three professional references; and
7. A minimum cumulative undergraduate grade point average of 2.75.

Only graduate courses (course numbers 5000 or above) will apply to a graduate program, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

For both the thesis and non-thesis options, the Master of Science Technology degree program requires a **minimum of 30 semester hours. A minimum of 15 hours of 6000-level course work is required for this degree program.** For the thesis option, students must defend and present their research thesis to their committee members and the public.

MS Applied Engineering required core courses:

TECH 3100/5100	Engineering Cost Analysis	3
TECH 3131/5131	Technical Project Management	3
TECH 6292	Research Methods in Applied Engineering	3
TECH 6400	Introduction to Applied Systems Development & Management	3
Any 5000 or 6000 level math content course approved by adviser.		3
Select one of the emphases below (complete emphasis requirements based on choosing thesis or non-thesis option within emphasis).		15
Total Hours		30

Information and Electrical Engineering
Technology Emphasis: Available in thesis and non-thesis options

TECH 4000/5000	Wind Energy Engineering	3
TECH 6242	Complex Digital System Design	3
TECH 6244	Applied Embedded Systems	3
Choose thesis or non-thesis option:		6
Thesis option:		
TECH 6299	Research (Master's Thesis) (- 6 hours)	
Non-thesis option:		
electives approved by advisor (6 hours)		
Total Hours		15

Metal Casting Emphasis: Available in thesis and non-thesis options

Take 3 of the following:		9
ENGR 4235/5235	Material Transformations & Modeling	

TECH 6231	Thermodynamics of Material Processing	
TECH 6239	Foundry Management	
TECH 6258	Total Quality Management	
Choose thesis or non-thesis option:		6
Thesis option:		
TECH 6299	Research (Master's Thesis) (6 hours)	
Non-thesis option:		
electives approved by advisor (6 hours)		
Total Hours		15

Engineering Management Emphasis: Available in thesis and non-thesis options

Take 3 of the following:		9
TECH 6258	Total Quality Management	
TECH 6275	Advanced Lean and Sustainable Operations	
TECH 6295	Advanced Management and Supervision Technology	
TECH 6300	Advanced Technical Project Management for Engineering and Technology	
Choose thesis or non-thesis option:		6
Thesis option:		
TECH 6299	Research (Master's Thesis) (6 hours)	
Non-thesis option:		
electives approved by advisor (6 hours)		
Total Hours		15

Applied Systems Engineering Management Emphasis: Available in non-thesis option

TECH 6420	Systems Architecture & Management	3
TECH 6440	Systems Engineering & Management	3
TECH 6460	Systems Life Cycle Management & Applications	3
TECH 6500	Applied Systems Development & Management Capstone	6
Total Hours		15

Learning Outcomes

Applied Engineering, M.S.

Program Educational Objectives (PEOs):

- The program will develop leadership professionals such as managers, supervisors, trainers, and administrators.
- The program will enable students to become proficient in performing leadership functions in areas of cost, research and development, and project management operations.
- Thesis option: The program will enhance a student's research and development management proficiencies.

- Non-Thesis option: The program will enhance a student's practical management proficiencies in an area of technology.

Student Learning Outcomes (SLOs):

- Written Communication: Compose a technical document using effective communication techniques.
- Research: Defend a research question by utilizing research analysis techniques.
- Program content knowledge: Evaluate a technological system based on resources.

Art Education M.A.

Art Education Major

The MA in Art Education is offered by the Department of Art and Graphic Design for practicing teachers in the field of art education. The program provides a comprehensive and contemporary orientation to the study and practice of art education. The Curriculum aligns with student activities in classroom experiences. Includes courses addressing models of inquiry and practice that help to establish stronger links between theory and practice in art education. Delivered on a cohort basis and completed in five consecutive semesters beginning with fall (six credit hours each semester)

Application Materials:

- Students interested in this program must submit a completed Application for Admission to Graduate Study. Applicants should refer to their MyUNiverse Student Center To-Do list or contact the Department of Art and Graphic Design for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.
- The Graduate Record Examination (General Test) is not required for admission to the program.

Admission to the MA in Art Education program will be based on the following criteria:

- Resume with record of professional activity and service.
- Statement of purpose including research interests and goals for pursuing the MA in Art Education.
- Two letters of recommendation.
- Teaching philosophy.

Program Requirements:

- Applicants must have a B.A. in Art Education. Applicants with a B.A. in Art History or B.A. or B.F.A. in Studio Art must also have teaching certification. Qualified applicants are admitted by the Graduate Faculty Admissions Committee following selective review of prior academic achievement.

This major is available as a non-thesis option, and requires 30 semester hours, including 3 hours of ART 6299 (Research). 9 hours of ARTED 6500 (Seminar in Teaching Art) coursework is required. Satisfactory completion of an applied project approved by the Art Education Graduate Faculty is required.

Required:

ARTED 6000	Themes in Art Education	3

Graduate Majors and Certificates

ARTED 6100	Holistic Approaches for Art Education	3
ARTED 6200	Curriculum and Pedagogy in Art Education	3
ARTED 6285	Readings in Art Education	3
ARTED 6286	Studies in Art Education	3
ARTED 6300	Research Methods in Art Education	3
ARTED 6500	Seminar in Teaching Art	9
ART 6299	Research	3
Total Hours		30

Learning Outcomes

Art Education, M.A.

Goal 1: Plan. Students who pursue the MA in Art Education will demonstrate research skills to map current research, scholarship, and influences shaping their art education practices within their classroom and community.

- **Outcome 1.** Students will be able to identify an appropriate research question and appropriate methodology for designing a research plan and collecting data appropriate within their context.

Goal 2: Apply. Students who pursue the MA in Art Education will have comprehensive knowledge, interdisciplinary, historical and contemporary orientation of the study and practice of art education as a component of a larger cultural discourse, and will demonstrate knowledge of art educational practices as it pertains to the state of education and their own pedagogical practices.

- **Outcome 2.** Students will be able to synthesize practical and academic contexts and draw conclusions about how their research is significant to the field and how it is applicable within their context and pedagogical practice.

Goal 3: Reflect. Students who pursue the MA in Art Education will be reflective practitioners, capable of communicating the significance of art education effectively in visual and written formats.

- **Outcome 3.** Students will be able to summarize and reflect on their development as practitioners with appropriate visual and written documentation.

Athletic Training MATr Athletic Training Major

The Master of Athletic Training major requires a minimum of 54 total hours to graduate.

The Master of Athletic Training major is designed to prepare students to become athletic training professionals. It prepares students for the Board of Certification Examination as well as eligibility for an Athletic Training State License Credential. The curriculum is based upon cognitive and psychomotor learning experiences. The athletic training program is accredited by the Commission on the Accreditation of Athletic Training Education (CAATE).

The Graduate Record Examination (General Test) is **not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This degree is offered on the **non-thesis** option. Acceptable non-thesis projects include critically appraised topics, interrelated series of research proposals, conducting an empirical study, or a problem-based analysis of the literature, each of which require an extensive writing component.

A **minimum of 54 semester credit hours** is required. The non-thesis option requires 3 hours of AT 6299. A **minimum of 21 semester hours at the 6000-level is required.**

Prerequisite Core:		25-26
BIOL 2051	General Biology: Organismal Diversity	4
or BIOL 2052	General Biology: Cell Structure and Function	
BIOL 1101	Principles of Anatomy & Physiology I	4
or BIOL 3101	Human Anatomy and Physiology I	
BIOL 1102	Principles of Anatomy & Physiology II	4
or BIOL 3102	Human Anatomy and Physiology II	
CHEM 1110	General Chemistry I *	4
or CHEM 1010	Principles of Chemistry	
PHYSICS 1000	Physics in Everyday Life	3-4
or PHYSICS 1511	General Physics I	
STAT 1772	Introduction to Statistical Methods	3
PSYCH 1001	Introduction to Psychology	3
Athletic Training Courses:		
AT 6000	Integrated Clinical Experiences	11
AT 4030/5030	Advanced Acute Care in Athletic Training	3
AT 4032/5032	Advanced Acute Care Clinical Skills	1
AT 6060	Athletic Training Organization & Professional Responsibility	3
AT 4270/5270	Advanced Therapeutic Interventions I	3
AT 4072/5072	Advanced Therapeutic Interventions I Clinical Skills	1
AT 4075/5075	Advanced Therapeutic Interventions II	3
AT 4082/5082	Advanced Therapeutic Interventions II Clinical Skills	1
AT 4100/5100	Advanced Clinical Anatomy	3
AT 6130	General Medical Assessment & Intervention	3
AT 6550	Advanced Athletic Training Clinical Skills	2
AT 4210/5210	Pathoetiology and Orthopaedic Assessment I	3
AT 4215/5215	Pathoetiology and Orthopaedic Assessment I Clinical Skills	1

AT 4220/5220	Pathoetiology and Orthopaedic Assessment II	3
AT 4225/5225	Pathoetiology and Orthopaedic Assessment II Clinical Skills	1
AT 6255	Health Assessment & Preventive Practices	3
AT 6260	Gross Human Anatomy & Orthopedic Surgical Interventions	3
AT 6275	Mental Health Care in Athletic Training Practice	3
Research: 3 credit hours (Non-thesis)		
AT 6299 Research		3
Total hours		54

* Students who only need one semester of Chemistry may take CHEM 1010 Principles of Chemistry. Students who take CHEM 1010 are not eligible to progress into CHEM 1120 General Chemistry II.

Learning Outcomes

Master of Athletic Training, M.ATR.

Outcome 1: Graduates will have the ability to apply best practice knowledge to profession specific contexts

- **Goal 1:** Students demonstrate the ability to evaluate, apply, and design best practice for professional contexts within the discipline
- **Goal 2:** Students will report that the program improved their ability to evaluate, apply, and design best practice for professional context within the discipline (Exit and Alumni surveys).

Outcome 2: Graduates will have the ability to conduct research and demonstrate critical thinking in the process of integrating and drawing relevant conclusions from the culminating research project.

- **Goal 1:** Students will demonstrate the ability to interpret, summarize, integrate, and draw relevant conclusions and applications based on relevant research findings
- **Goal 2:** Students will report that the program improved their ability to interpret, summarize, integrate, and draw relevant conclusions and applications based on relevant research findings

Outcome 3: Graduates will display competence in verbal, written, and/or visual communication, as appropriate for their discipline.

- **Goal 1:** Students will demonstrate competence in oral communication
- **Goal 2:** Students will demonstrate competence in written communication

Policies

Major Requirements

General Explanation: UNI offers a Master of Athletic Training (MATR) program, a professional graduate degree in Athletic Training. The program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Students interested in pursuing this major must apply and be formally admitted to this program. Students should apply for the Master of Athletic Training program

through ATCAS (atcas.liaisoncas.com). Program admission is based on undergraduate GPA, completion of the prerequisite courses, program application materials, and admission to the Graduate College. Applications will begin to be reviewed no later than October 1st of each year.

The Master of Athletic Training curriculum is offered as a 2-year standalone plan, as well as a 3+2 combined plan with the B.A. in Kinesiology. The 3+2 program is highly demanding and has a strict curricular plan that must be followed in order for students to complete both an undergraduate and a graduate degree in five years. Athletic training advisors work closely with students throughout this process. Students will apply to the MATR program in the fall of year three. With admission to the MATR program, the courses that will be applied to the master's degree will begin in the summer following year three. Students will complete their master's degree after completion of the spring semester of year five. Although the entry points will differ between the 2-year standalone and 3+2 students, the curriculum will be the same and students will complete the graduate program as a cohort, regardless of entry point. **Only graduate courses (course numbers 5000 and above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.** Students must contact the athletic training program director for more information regarding which plan of study is best for them.

1. **Prerequisite courses required:** A Bachelor's degree must be earned prior to entry into the Master of Athletic Training, unless pursuing the 3+2 option. Additional prerequisite undergraduate courses (or equivalent) include: General Biology: Cell Structure & Function; General Chemistry I; Physics I; Statistics; Introduction to Psychology; and Anatomy and Physiology Physiology I & II with laboratory components. A grade of a C or better must be attained in all prerequisite courses. All pre-requisite courses must have been completed within last 10 years.
2. **Application requirements for all students:** To be admitted to the UNI Master of Athletic Training Program, students must complete the application process. The following list of items are required as part of the application process in ATCAS. **Students are responsible for all costs associated with application process.**
 - a. Achieved a bachelor's degree or on 3+2 option
 - b. Completion of course prerequisites as listed above
 - c. ATCAS application process
 - d. 50 hours of athletic training observation experience
 - e. Technical standards form
 - f. For international students whose native language is not English, official TOEFL scores are required unless a baccalaureate degree was completed at a university or college where the primary language of instruction is English.
 - g. Undergraduate cumulative GPA of 2.75 or greater
 - h. Personal statement
 - i. Three letters of recommendation
3. **Application Process:**
 - a. Apply & be accepted via ATCAS
 - b. Submit all materials to Graduate Admissions & be accepted
 - c. Students must be admitted prior to the beginning of the summer session in order to join that year's cohort

Graduate Majors and Certificates

- 4. A committee of faculty and staff will be assigned to the acceptance committee and will review the applications.
- 5. Upon acceptance into the Master of Athletic Training program, a student must do the following within 30 days of notification of acceptance:
 - a. Send a letter of acceptance via email to the Master Athletic Training Program Director.
- 6. To graduate from UNI with a Master of Athletic Training major, students must:
 - a. Maintain a 3.00 cumulative GPA and 3.00 major GPA
 - b. Complete a clinical experience each semester
 - c. Complete the Master of Athletic Training academic major. This includes that a student be enrolled in the athletic training program for a minimum of four semesters.
- 7. All other program information is available at the athletic training program office (003 HPC) or our website.

Biology M.S.
Biology Major

The Biology M.S. major is available for students seeking a graduate research and/or coursework experience. Students interested in enrolling in the program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the Department of Biology for any other application requirements. Applications should include a personal statement indicating students academic interests and goals, one recommendation, and transcripts of undergraduate and graduate credits. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

This major is available with either a **thesis** option or a **non-thesis** option. A **minimum of 30 semester hours** is required for either option.

The **thesis option** requires a minimum of 21 hours of normal course work and a maximum of 9 hours of thesis research. A minimum of 18 hours of 6000-level course work is included in the degree requirements. **Students are required to pass an oral comprehensive examination in defense of their final thesis.**

The **non-thesis option** requires 30 hours of normal course work. At least 12 of those hours must be 6000-level. **Students are required to submit a final project related to their graduate coursework.**

Both options are flexible and designed to allow students, working with their advisor, to tailor a program to fit student interests and aspirations in biology.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions

Thesis option:

Required:
Biology:

BIOL 6202	Graduate Colloquium and Scientific Skills (2 hr. each semester for four semesters)	8
BIOL 6292	Research Methods in Biology (1 hr.)	1
Research:		
BIOL 6299	Research	9
Electives:		12
BIOL 5000-level or above.		
Total Hours		30

Non-thesis option:

Required:		
Biology:		
BIOL 6202	Graduate Colloquium and Scientific Skills (2 hr. each semester for three semesters)	6
Electives:		24
BIOL 5000-level or above. At least 6 of these hours must be at 6000-level. Maximum of 3 hours of BIOL 6299 may count.		
Total Hours		30

Learning Outcomes

Biology, M.S.

Goals: Students will gain an advanced understanding of a sub-discipline within biology through advanced biology coursework. Students will develop an understanding of the nature of science and learn critical thinking skills by completing a research project that advances knowledge in their subdiscipline. Students will generate data, analyze and interpret data, and present data in thesis format (thesis track) or complete a portfolio of project-based assignments (non-thesis track). Students will improve communication skills through scientific writing and oral communication in formal settings.

Outcomes:

- Students will show proficiency in content chosen from the student’s area of interest in the fields of ecology, evolution, organismal biology, physiology, development, cellular biology, immunology, and/or genetics.
- Students will communicate effectively on the topic of their research or project based assignments, using discipline-specific vocabulary and standard written and oral scientific communication skills.
- Students will be proficient in discipline-specific research techniques, allowing the student to think critically as needed to solve problems new to science.

Business Administration
M.B.A.

Master of Business Administration

The Master of Business Administration (MBA) program is designed for business professionals seeking to enhance their innovative and effective leadership skills in today’s dynamic business environment.

This comprehensive, integrated program emphasizes the functional areas of business while balancing theoretical knowledge with practical application.

The MBA program requires 30 credits of coursework (10 courses). The 10 MBA courses also provide the opportunity to earn three stackable certificates: Business Fundamentals certificate, Managerial Analytics certificate, and Strategic Leadership and Innovation certificate.

The MBA program is available on the **non-thesis** option only. Students must prepare a portfolio of work according to the specifications set by the department. **A minimum of 12 hours of 6000-level course work is required.**

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the MBA Program Office for any other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) is not required for admission to the program.

Required

Accounting:			
ACCT 6030	Accounting for Business Management		3
Marketing:			
MKTG 6170	Marketing Management		3
Management:			
MGMT 6250	Business Strategy		3
MGMT 6252	Information Systems & Data Visualization		3
MGMT 6254	Business Intelligence		3
MGMT 6260	Leading People, Driving Success: Leadership and HR Management		3
MGMT 6262	Cross-Functional Operations		3
MGMT 6266	Innovative Thinking & Creative Problem Solving		3
MGMT 6272	Research and Analysis for Management Decisions		3
Finance:			
FIN 6266	Financial Management and Markets		3
Total Hours			30

Learning Outcomes

Master of Business Administration

Student Learning Objective 1: Professional Knowledge and Skills Graduates will demonstrate knowledge of current business practice and management techniques necessary to be effective in managing and leading the day-to-day operations of the organization, as well as

scanning the business environment and strategically planning for the future.

- **Competency 1.1.** Applies fundamentals of accounting and finance
- **Competency 1.2.** Applies fundamentals for managing business operations
- **Competency 1.3.** Applies fundamentals of marketing management
- **Competency 1.4.** Applies fundamentals of managing human resources
- **Competency 1.5.** Applies fundamentals of data management and analysis for the organization
- **Competency 1.6.** Applies strategic planning for the organization

Student Learning Objective 2: Critical Thinking Skills Graduates will demonstrate the critical thinking skills to address complex business issues, gather information, identify and evaluate a range of options, and make ethical, thoughtful choices among the alternatives.

- **Competency 2.1.** Identifies salient factor(s) and explains why they are salient or not salient
- **Competency 2.2.** Uses and evaluates facts and evidence related to salient factors
- **Competency 2.3.** Acknowledges and/or incorporate others' perspectives
- **Competency 2.4.** Draws appropriate conclusions
- **Competency 2.5.** Identifies consequences and implications

Student Learning Objective 3: Problem Solving Skills Graduates will demonstrate the ability to use appropriate quantitative and qualitative tools and concepts throughout the problem solving process showing an appreciation for the interrelationships among the various business functions.

- **Competency 3.1.** Articulate a statement of the problem in terms of a "gap" between the existing situation and a desired or possible state that will be addressed
- **Competency 3.2.** Select an analytical framework or methodological approach that is appropriate for arriving at a decision or response to the developed problem statement above
- **Competency 3.3.** Perform the analysis by locating and selecting data, applying the methodology to draw information or knowledge from the data, and arrive at conclusions relevant to the problem
- **Competency 3.4.** Recommend action based on the analysis performed that will be most likely to resolve the problem as stated

Student Learning Objective 4: Teamwork Skills Graduates will demonstrate the ability to effectively participate as a team member, facilitate group processes, and manage team projects.

Individual Competencies:

- **Competency 4.1.** Communication skills and task-related behaviors that support team participation
- **Competency 4.2.** Facilitates group processes

Overall Team Competencies:

- **Competency 4.3.** Efficiency in Team Project Management

Graduate Majors and Certificates

Student Learning Objective 5: Communication Skills Graduates will demonstrate the professional communication skills necessary for effective management.

SLO 5A Communication with Executive Level Audiences:

- **Competency 5.A.1.** Written communication for executive audiences
- **Competency 5.A.2.** Oral communication to executive audiences

SLO 5B Supervisory Communication:

- **Competency 5.B.1.** Supportive communication with peers and reports
- **Competency 5.B.2.** Inclusive communication with peers and reports

SLO 5C Communication of Numeric Data:

- **Competency 5.C.1.** Written communication of numeric data
- **Competency 5.C.2.** Oral communication of numeric data
- **Competency 5.C.3.** Visual display of numeric data

Communication and Media M.A.

Communication and Media Major

Students interest in this major must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Communication and Media for any other application requirements. Detailed information on the major, including directions for procedures to follow for applying, in planning a program, and requesting assignment of an advisor, may be obtained from the Head of the Department of Communication and Media, the Director of Graduate Studies, or on the department's Web page at the following address: cm.uni.edu/graduate-program. Other graduate information and the application for graduate admission may be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

Students who enroll in the program will pursue a degree in Communication and Media. Students may seek a certificate in the following areas: Performance, Rhetoric, and Advocacy; Communication Education and Training; Visual Communication and Digital Media; Organizational Leadership; and Strategic Communication.

The major is available on the **thesis** and **non-thesis** options. A **minimum of 30 semester hours** for the **thesis** option and **33 hours** for the **non-thesis** option are required. A **minimum of 18 semester hours of 6000-level course work is required for the thesis option**, including 6 hours of thesis credit. A **minimum of 12 semester hours of 6000-level course work is required for the non-thesis option**.

Students are required to successfully complete the following coursework:

- COMMGRAD 6001 Introduction to Graduate Study and Research
- COMMGRAD 6011 Communication and Media Theory
- COMMGRAD 6022 Communication Research Methodology

A student is required to successfully complete either a comprehensive exam (non-thesis option) or thesis.

Of the 30 or 33 hours required:

- 27 hours of course work must be in Communication and Media (*no more than 3 hours outside the department and/or by transfer*).
- *No more than 6 hours of independent work: readings, projects, or specialized individual instruction.*
- *No more than 3 hours of workshop credit.*

Non-thesis Option

Required Core:

COMMGRAD 6001	Introduction to Graduate Study and Research	3
COMMGRAD 6011	Communication and Media Theory	3
COMMGRAD 6022	Communication Research Methodology	3

Electives (select 24 hours from the following): 24

COMMGRAD 6014	Seminar in Rhetoric	
COMMGRAD 6016	Mass Communication Theory	
COMMGRAD 6022	Communication Research Methodology (additional section/s of this besides what is required)	
COMMGRAD 6027	Seminar in Strategic Communication	
COMMGRAD 6042	Seminar in Communication	
COMMGRAD 6044	Seminar in Performance Studies	
COMMGRAD 6045	Seminar in Communication Education	
COMMGRAD 6046	Seminar in Visual and Digital Media	
CM CORE 5900	Internship in Communication and Media *	
Other 6000-level or 5000-level (approved through MyUniverse student request)		

Total Hours 33

Thesis Option

Required Core

COMMGRAD 6001	Introduction to Graduate Study and Research	3
COMMGRAD 6011	Communication and Media Theory	3
COMMGRAD 6022	Communication Research Methodology	3
COMMGRAD 6299	Research (6 hrs.)	6

Electives (select 15 hours from the following):	15
COMMGRAD 6014 Seminar in Rhetoric	
COMMGRAD 6016 Mass Communication Theory	
COMMGRAD 6022 Communication Research Methodology (additional section/s of this besides what is required.)	
COMMGRAD 6027 Seminar in Strategic Communication	
COMMGRAD 6042 Seminar in Communication	
COMMGRAD 6044 Seminar in Performance Studies	
COMMGRAD 6045 Seminar in Communication Education	
COMMGRAD 6046 Seminar in Visual and Digital Media	
CM CORE 5900 Internship in Communication and Media *	
Other 6000-level or 5000-level (approved by advisor and submitted through student request)	
Total Hours	30

* Only 3 hours of CM CORE 5900 may count towards electives.

Learning Outcomes

Communication and Media, M.A.

- **Communication History/Theory:** Students will understand the historical development of theory and scholarship within communication studies.
- **Communication Research Methods:** Students will understand appropriate methodologies to ethically examine questions within the communication studies discipline/profession
- **Communication Skills:** Students will understand and apply oral and written communication skills in relevant contexts.
- **Communication Praxis and Community Engagement:** Students will integrate communication theories with practices/actions that enhance engagement with civic and/or professional communities

Composition M.M.

Composition Major

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the School of Music for other application requirements. Graduate Information can be found at grad.uni.edu and application for graduate admission can be found at admissions.uni.edu/application.

This major is offered on the **thesis/recital** option only, and requires a **minimum of 35 semester hours**. A **minimum of 15 semester hours of 6000-level course work** is required.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

Required

Graduate Music Core:

Music Theory:

MUS THEO 6000	Foundations of Musical Analysis	3
MUS THEO 5200	Topics in Music Theory and Analysis	3

Music History and Musicology:

MUS HIST 6000	Foundations of Musicology	3
MUS HIST 3200/5200	Topics in Music History and Culture	3

Specialization

Applied Music:

MUS APPL 6540	Composition	12

Music Electives: primarily in the areas of music literature and theory: 11

Recital:

MUS APPL 6880	Graduate Recital	0

Total Hours **35**

Additional Requirements:

1. Performance recital of candidate-generated compositions

Learning Outcomes

Composition, M.M.

- **Music History:** Students shall demonstrate a functional knowledge of the history of Western music from the 16th to 21st century by defining important terminology, identifying major repertoire works by listening, and writing convincingly about broad topics related to instrumental and vocal music genres.
- **Music Theory:** Students shall demonstrate a functional knowledge of the theoretical basis of Western music, extending knowledge gained in undergraduate music theory studies, in preparation for entrance into any doctoral music program.
- **Critical Thinking:** Students will demonstrate critical thinking through evaluation, analysis, and integration of information in music history and theory (graduate music core) with their area of specialization (applied music, composition, conducting, music history, pedagogy, or music education) as appropriate to their discipline.
- **Specialization:** Students shall produce original compositions to be presented in a public performance, drawn from a portfolio of works demonstrating technical and artistic skill in composition.

Policies

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the School of Music for other application requirements. Graduate Information can be found at grad.uni.edu and application for graduate admission can be found at admissions.uni.edu/application.

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,

Graduate Majors and Certificates

theory-composition, conducting, music education, or 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, recordings of compositions.

Conducting majors: in-person audition and interview with at least two members of the Graduate Conducting faculty. It is also recommended the applicant have two years of conducting experience beyond the baccalaureate degree. A DVD or digital video file recording may be submitted in lieu of the in-person audition, but may not satisfy the audition requirement. Recordings should be of high quality and show the applicant in rehearsal situations, though performance recordings may also be included. Video recordings should include two or three works of varying styles, and be taken so as to clearly indicate the conductor's facial and other physical gestures.

Jazz Pedagogy: in-person audition and interview.

Music Education majors: in-person or telephone interview with a member of the Graduate Music Education faculty.

Music History majors: scholarly paper.

Performance majors and Piano Performance and Pedagogy majors: in-person audition (a recording would be accepted if the in-person audition would pose undue hardship).

The Graduate Record Examination (General Test) **is not** required for admission to the Master of Music programs.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

A minimum of 15 semester hours of 6000-level course work is required of all majors enrolled for the thesis/recital option. Students completing the thesis option (not a recital and abstract) must have 6-9 semester hours of ____ 6299 Research. A minimum of 12 semester hours of 6000-level course work is required of all majors enrolled for the non-thesis option [course prefix MUSIC, MUS ED, MUS HIST, MUS LIT, MUS TECH, MUS THEO].

The grade B- or above is required for all courses in the Graduate Music Core as well as all core courses in the specific degree plans. Under extenuating circumstances, exceptions to this policy must be approved by the instructor of record, the Graduate Coordinator and the Director of the School of Music. For more information go to www.uni.edu/music.

Students who plan to receive the degree Master of Music (M.M.) must meet the graduate regulations and requirements for the master's program and the specific major requirements.

Conducting M.M.
Conducting Major

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the School of Music for other application requirements. Graduate Information can be found

at grad.uni.edu and application for graduate admission can be found at admissions.uni.edu/application.

This major is offered on the **thesis/recital** option only, and requires a **minimum of 36 semester hours. A minimum of 15 semester hours of 6000-level course work is required.**

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

Required		
Graduate Music Core:		
Music Theory:		
MUS THEO 6000	Foundations of Musical Analysis	3
MUS THEO 5200	Topics in Music Theory and Analysis	3
Music History and Musicology:		
MUS HIST 6000	Foundations of Musicology	3
MUS HIST 3200/5200	Topics in Music History and Culture	3
Specialization:		
Music Organizations and Ensembles: MUS ENS 5xxx *		4
MUSIC 6299	Research	2
Applied Music:		12
Select one of the following:		
MUS APPL 6210	Instrumental Conducting	
MUS APPL 6220	Choral Conducting	
Performance Literature and Repertory:		
Select one of the following:		3
MUS LIT 3310/5310	History and Literature of Large Choral Forms	
MUS LIT 3400/5400	History and Literature of the Orchestra	
MUS LIT 3420/5420	History and Literature of the Wind Band	
Music Electives: as approved by advisor:		3
Recital:		
MUS APPL 6880	Graduate Recital	0
Total Hours		36

* Only one hour of ensemble per semester will count toward degree requirements. Large ensemble placement will be determined by audition.

Additional requirements:

1. Two consecutive semesters (fall/spring) of residency with full time status (minimum of 9 graduate hours per semester).
2. Conducting recital.
3. Conducting document (research paper). Students must register for Research in the semester that they prepare the conducting document.
4. Score reading proficiency examination.

5. Students must be resident with full time status and are required to enroll in applied music in their performance area during the semester that they present their required recital.
6. Specialty comprehensive examination.

Learning Outcomes

Conducting, M.M.

- **Music History:** Students shall demonstrate a functional knowledge of the history of Western music from the 16th to 21st century by defining important terminology, identifying major repertoire works by listening, and writing convincingly about broad topics related to instrumental and vocal music genres.
- **Music Theory:** Students shall demonstrate a functional knowledge of the theoretical basis of Western music, extending knowledge gained in undergraduate music theory studies, in preparation for entrance into any doctoral music program.
- **Critical Thinking:** Students will demonstrate critical thinking through evaluation, analysis, and integration of information in music history and theory (graduate music core) with their area of specialization (applied music, composition, conducting, music history, pedagogy, or music education) as appropriate to their discipline.
- **Specialization:** Students shall demonstrate preparation for ensemble leadership at the secondary, community, collegiate and professional levels, as evidenced by (a) analysis of musical scores and dissemination of information to an ensemble through conducting, (b) demonstration of technical mastery, and (c) demonstration of artistic interpretation through conducting.

Policies

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the School of Music for other application requirements. Graduate Information can be found at grad.uni.edu and application for graduate admission can be found at admissions.uni.edu/application.

An applicant for a graduate degree program in the School of Music should possess the baccalaureate degree in music or a demonstrated equivalent. The student should have attained a high degree of proficiency in one or more of the following areas: performance, theory-composition, conducting, music education, or 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, recordings of compositions.

Conducting majors: in-person audition and interview with at least two members of the Graduate Conducting faculty. It is also recommended the applicant have two years of conducting experience beyond the baccalaureate degree. A DVD or digital video file recording may be submitted in lieu of the in-person audition, but may not satisfy the audition requirement. Recordings should be of high quality and show the applicant in rehearsal situations, though performance recordings may also be included. Video recordings should include two or three works of varying styles, and be taken so as to clearly indicate the conductor's facial and other physical gestures.

Jazz Pedagogy: in-person audition and interview.

Music Education majors: in-person or telephone interview with a member of the Graduate Music Education faculty.

Music History majors: scholarly paper.

Performance majors and Piano Performance and Pedagogy majors: in-person audition (a recording would be accepted if the in-person audition would pose undue hardship).

The Graduate Record Examination (General Test) **is not** required for admission to the Master of Music programs.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

A minimum of 15 semester hours of 6000-level course work is required of all majors enrolled for the thesis/recital option. Students completing the thesis option (not a recital and abstract) must have 6-9 semester hours of ____ 6299 Research. A minimum of 12 semester hours of 6000-level course work is required of all majors enrolled for the non-thesis option [course prefix MUSIC, MUS ED, MUS HIST, MUS LIT, MUS TECH, MUS THEO].

The grade B- or above is required for all courses in the Graduate Music Core as well as all core courses in the specific degree plans. Under extenuating circumstances, exceptions to this policy must be approved by the instructor of record, the Graduate Coordinator and the Director of the School of Music. For more information go to www.uni.edu/music.

Students who plan to receive the degree Master of Music (M.M.) must meet the graduate regulations and requirements for the master's program and the specific major requirements.

Counseling M.A.

Counseling Major

The Counseling major is offered with two CACREP-accredited specialization areas; Clinical Mental health Counseling and School Counseling. All enrolled students complete requirements for the Clinical Mental Health Counseling specialization, and students may choose to complete a second or dual specialization in School Counseling.

Program requirements and detailed information on the major, including admission policies and procedures, should be obtained from the Department of Family, Aging, and Counseling. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application> (also www.uni.edu/csbs/sahs/counseling).

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **non-thesis** option only. The Clinical Mental Health emphasis requires a **minimum of 60 semester hours**; the dual specialization of Clinical Mental Health and School

Graduate Majors and Certificates

Counseling requires a **minimum of 69 semester hours**. *Students pursuing the School Counseling Specialization who do not have teacher licensure must take SPIE 3150 Meeting the Needs of Diverse Learners in Classrooms to meet Board of Educational Examiners requirements for licensure. A minimum of 20 hours of 6000-level course work is required.*

All students completing this program must pass the Counselor Preparation Comprehensive Examination (CPCE). Pass scores on the CPCE national examination are based each semester on test results for the national normative data. This examination is based on the 8 CACREP core curriculum areas for counselor preparation. Students must successfully complete their practicum and internship hours requirements and fulfill program-specific exit requirements as well.

Required core courses

Counseling:		
COUN 4105/5105	Counseling Skills	3
COUN 6103	Professional Orientation and Ethics in Counseling	3
COUN 6104	Counseling Theories	3
COUN 6220	Group Counseling Skills and Processes	3
COUN 6228	Assessment Techniques in Counseling	3
COUN 6256	Multicultural Counseling	3
COUN 6262	Intervention and Prevention in Lifespan Development	3
COUN 6304	Crisis and Trauma Intervention and Management	3
COUN 6225	Facilitating Career Development	3
COUN 6207	Diagnosis and Psychopharmacology in Counseling	3
COUN 6242	Counseling Research and Program Evaluations	3
COUN 6290	Practicum in Counseling	3

One of the following specializations:

Total Hours	36

Clinical Mental Health Counseling Specialization (24-27 hours):

Required emphasis hours:

Counseling:		
COUN 6805	Integrated Counseling Practice and Clinical Supervision	3
COUN 6405	Advanced Psychopathology and Treatment	3
COUN 6605	Counseling Practices for Addictions and Co-Occurring Disorders	3
COUN 6291	Internship	6

Select one of the following Focus Areas:

Clinical Mental Health - General Focus		
Select three of the following:		9

COUN 6254	Counseling Children and Adolescents	
COUN 6283	Counseling Older Adults	
COUN 6503	Wellness, Self-Care, and Brain-Based Strategies	
COUN 6505	Dynamics of Family, Couples and Human Sexuality in Counseling	

Clinical Mental Health - Gerontological Counseling Focus

COUN 6283	Counseling Older Adults	3
Select one of the following:		3
COUN 6505	Dynamics of Family, Couples and Human Sexuality in Counseling	

COUN 6503	Wellness, Self-Care, and Brain-Based Strategies	

Select two of the following:		6

FAM SERV 3111/5111	Families and End of Life Issues	

FAM SERV 3161/5161	Families, Alzheimer's, and Related Dementias	

FAM SERV 3150/5150	Families, Aging, and Wellbeing	

PSYCH 3204/5204	Psychology of Aging	

SOC 3035/5035	Social Gerontology	

Clinical Mental Health - Children and Adolescents Focus

COUN 6210	Developing Comprehensive School Counseling Programs	3

COUN 6254	Counseling Children and Adolescents	3

COUN 6710	Foundations and Contemporary Issues in School Counseling	3

COUN 6720	Leadership, Consultation, and Collaboration in School Counseling	3

Total hours for Counseling: Clinical Mental Health Counseling Specialization (CACREP required 60 credits)	60-63

Dual Clinical Mental Health and School Counseling Specialization (33 hours):

Required:

COUN 6805	Integrated Counseling Practice and Clinical Supervision	3

COUN 6405	Advanced Psychopathology and Treatment	3

COUN 6605	Counseling Practices for Addictions and Co-Occurring Disorders	3

COUN 6291	Internship (Clinical Mental Health Counseling)	6

COUN 6254	Counseling Children and Adolescents	3

COUN 6210	Developing Comprehensive School Counseling Programs	3
COUN 6720	Leadership, Consultation, and Collaboration in School Counseling	3
COUN 6710	Foundations and Contemporary Issues in School Counseling	3
COUN 6291	Internship (School Counseling)	6
Total hours for Counseling: Clinical Mental Health and School Counseling Dual Specialization (CACREP required 60 credits)		69

Learning Outcomes

Counseling, M.A.

- Demonstrate personal, interpersonal/relational, and professional self-awareness; adaptability; resilience; and the capacity to recognize, respect, and establish limits through engaging in reflective practice.
- Recognize the impact of social, cultural, and environmental factors on individual and systematic functioning, development, and well-being.
- Demonstrate creativity and flexibility in implementing developmentally responsive and culturally sustaining and responsive interventions.
- Engage in informed current practice through gathering, evaluating, and integrating relevant and timely data, research, and theory-based knowledge and skills.
- Apply strengths-based and wellness-oriented approaches to foster the attainment of educational, career, and mental health goals.

Doctor of Education, Ed.D.

Doctor of Education

The Doctor of Education Degree is one degree supervised through the College of Education. It includes courses within specialized academic fields that are relevant to the students' dissertation topics:

- *Allied Health, Recreation, and Community Services*
- *Curriculum and Instruction*
- *Educational Leadership*
- *Postsecondary Education: Student Affairs*
- *Or interdisciplinary track that allows students to mix courses from multiple academic fields*

Students interested in the Doctor of Education (Ed.D.) degree must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

This program is intended to provide practicing educators, informal and nonformal settings, the opportunity to continue their study and earn the terminal professional degree in their field. The Ed.D. degree requires a **minimum of 48 semester hours of credit beyond the master's degree**. There are three components to the program:

Professional Common Core (work in educational foundations, fundamentals, and research)	24
Specialized Academic Fields	15
Dissertation	9
Total Hours	48

By design, *all* students are required to study in Professional Common Core that undergirds and defines educational practice and develops skills of problem definition, data collection and analysis, and interpretation. The Specialized Academic Fields provide a specialized focus on practice.

In some areas, it is possible to combine doctoral degree study with work toward an endorsement to perform a particular role in K-12 education.

Brief definitions of the four Specialized Academic Fields follow:

Allied Health, Recreation, and Community Services

This specialized academic field is designed to provide students with advanced planning, management, supervision and evaluation of programs in the community and its institutions. The combined areas of allied health, recreation and community services are diverse professional areas knitted together by a unified commitment to enhancing, enriching and sustaining the individual and collective well-being of people, communities and society as a whole. Graduates are prepared for careers as applied scholars, evaluators, or practitioners in public and environmental health departments, recreation and tourism industry; allied health and social services agencies; the military, government, and non-governmental agencies; religious organizations; libraries and museums; and civic and professional associations. The program of study will be based upon students' needs, interests, and upon approval by an academic advisor and program of study committee. For more information, contact the Head of the Department of Learning, Leadership, and Community.

Curriculum and Instruction

This specialized academic field is designed to prepare scholar practitioners to plan, implement, evaluate, and lead educational programs for children, from infancy through adolescence, and adult learners, inclusive of a wide range of diversity. Faculty in this specialized academic field come from many departments and disciplines including, but not limited to, prekindergarten through tertiary curriculum and pedagogy; foundations of education in psychology, philosophy, social sciences; disability studies in education, gifted and talented, and multicultural education; literacy education; instructional technology, school library studies; and P-12 content areas such as mathematics, physical education, science, social studies, and language arts. Students interested in becoming special education scholar-practitioners to plan, implement, evaluate, and supervise educational programs for children and adult learners with an emphasis on inclusion and diversity will apply for admission through the Curriculum and Instruction specialized academic field. For more information, see <https://coe.uni.edu/academics/doctoral-program>.

Educational Leadership

This specialized academic field in education administration prepares personnel for leadership positions in PK-12 schools, post-secondary institutions, and other educational services or settings. Typical positions held by educators with the terminal degree focused on

Graduate Majors and Certificates

educational leadership include: principals, superintendents, school district central office administrators, professors of educational leadership, special education directors at the Area Education Agency level or Department of Education administrators and consultants. Students interested in special education administration will apply for admission through Educational Psychology, Foundations, and Leadership Studies. For more information, contact the Head, Department of Learning, Leadership, and Community, or please see the catalog at www.uni.edu/catalog/collegeofeducation/edpsychfoundleadershipstudies or visit <https://coe.uni.edu/epfls>.

Postsecondary Education: Student Affairs

This specialized academic field in postsecondary education prepares personnel for leadership positions in colleges and universities. Typical positions held by educators with the terminal degree focused on postsecondary education include: department heads, directors, vice presidents, professors, and consultants. For more information, contact the Head, Department of Learning, Leadership, and Community, or please see the catalog at www.uni.edu/catalog/collegeofeducation/edpsychfoundleadershipstudies or visit <https://coe.uni.edu/epfls>.

Interdisciplinary Track

The interdisciplinary track is designed to offer students a customizable educational path that integrates coursework from multiple academic fields within and beyond the College of Education. This track is ideal for those looking to blend disciplines such as Curriculum and Instruction, Educational Leadership, Postsecondary Education: Student Affairs, Allied Health, Recreation, and Community Services, or other disciplines offered at UNI. Courses in this track may come from a variety of departments and disciplines providing a broad spectrum of expertise and perspectives. Students have the flexibility to choose courses from any academic field offered at UNI, allowing for a personalized educational experience. Through this interdisciplinary track, students are equipped to plan, implement, and supervise programs across diverse professional contexts.

Doctor of Education Professional Common Core for all Specialized Academic Fields

Substantive Component: 15 credit hours (2-3 credits per course) * **15**

INTDEPED 7303	Foundations of Inquiry
INTDEPED 7318	Evidence-Based Practices, Assessment, Accountability, and Program Evaluation
INTDEPED 7320	Leadership in Formal and Informal Learning Environments
or EDLEAD 7311 Educational Leadership and Systems Change	
or EDLEAD 6245 Leadership for Effective Schools	
INTDEPED 7324	Critical Analysis of Social and Cultural Contexts in Education
INTDEPED 7326	Integrating Theory with Practice
Research Methods (3 credits per course)	
INTDEPED 7314	Qualitative Research Design for Practice
INTDEPED 7316	Quantitative Research Design for Practice

Advanced Methods Course:

Choose one or more of the following 3-credit-hour courses:

MEASRES 6270	Educational Program Evaluation
MEASRES 7310	Advanced Qualitative Methods in Educational Research
MEASRES 7330	Advanced Quantitative Research in Education

Total hours in Professional Common Core **24**

* If 2 credit course is selected, an additional hour will be required. See advisor.

Allied Health, Recreation and Community Services Specialized Academic Field Requirements

I. Professional Common Core **24**

II. Advanced Professional Studies (15 hours)

Required Courses in Allied Health, Recreation and Community Services Specialized Academic Field:

KAHHS 7410	Critical Theories and Practices I	3
KAHHS 7329	Research and Evaluation Seminar	3

Nine (9) credits from the following courses: **9**

INTDEPED 7322	Organizational and Community Transformation
EDLEAD 7311	Educational Leadership and Systems Change
POSTSEC 6268	Supporting College Students in Higher Education
POSTSEC 6274	Higher Education Law
POSTSEC 7372	College Effects on Students
POSTSEC 7373	Administration and Finance in Higher Education
POSTSEC 7374	Organizational Processes and Communication in Higher Education

RTNL 6XXX - Any 6000-level course

PH 6XXX - any 6000-level course

III. Dissertation Research **9**

INTDEPED 7399	Dissertation Research

Total Hours **48**

Curriculum & Instruction Specialized Academic Field Requirements

I. Professional Common Core **24**

II. Advanced Professional Studies (15 hours)

Required Courses in Curriculum and Instruction Specialized Academic Field:

CI 7352	Curriculum Theory and Development	3
CI 7354	Curriculum Implementation and Evaluation	3

CI 7389	Seminar in Curriculum and Instruction	3
LRNTECH 6240	Instructional Design for 21st Century Learning	3
Elective for Advanced Professional Studies		3
Any 6000/7000-level course		
III. Dissertation Research		9
INTDEPED 7399	Dissertation Research	
Total Hours		48

Educational Leadership Specialized Academic Field Requirements

This Specialized Academic Field is available in three tracks: The Superintendency track, the Principalship track, and the Special Education Director track.

Superintendency Track

I. Professional Common Core		24
II. Advanced Professional Studies (15 hours)		
Required Courses in Educational Leadership Superintendency Specialized Academic Field:		
EDLEAD 7310	Human Resource Administration	3
EDLEAD 7315	Leading Teaching, Learning and Assessment	3
EDLEAD 7319	Power, Politics, and Ethics in School District Leadership	3
EDLEAD 7340	Funding the Educational Program for Improved Student Achievement	3
EDLEAD 7346	School Business Management	3
III. Dissertation		9
INTDEPED 7399	Dissertation Research	
Total Hours		48

Principalship Track

I. Professional Common Core		24
II. Advanced Professional Studies (15 hours)		
Required Courses in Educational Leadership Principalship Specialized Academic Field:		
EDLEAD 6232	School Governance, Law and Intersystems Relations	3
EDLEAD 6247	School Management for Student Learning	3
EDLEAD 6248	Leading Instruction in Schools	3
EDLEAD 6249	Leading Learning, Teaching, and Curriculum	3
EDLEAD 6284	Evaluator Approval for Improved Student Learning	3
III. Dissertation		9
INTDEPED 7399	Dissertation Research	
Total Hours		48

Special Education Director Track

I. Professional Common Core		24
II. Advanced Professional Studies (15 hours)		
Required courses in Educational Leadership Special Education Director Specialized Academic Field:		
EDLEAD 6284	Evaluator Approval for Improved Student Learning	3
or EDLEAD 7310	Human Resource Administration	
SPIE 6260	Special Education Law and Policy	3
or EDLEAD 6232	School Governance, Law and Intersystems Relations	
or EDLEAD 7319	Power, Politics, and Ethics in School District Leadership	
SPIE 6278	Administration of Special Education	3
SPIE 6290	Practicum	3
SPIE 6289	Seminar	3
III. Dissertation Research		9
INTDEPED 7399	Dissertation Research	
Total Hours		48

Postsecondary Education: Student Affairs Specialized Academic Field Requirements

I. Professional Common Core		24
II. Advanced Professional Studies (15 hours)		
Required Courses in Postsecondary Education: Student Affairs Specialized Academic Field:		
POSTSEC 6268	Supporting College Students in Higher Education	3
POSTSEC 7274	Doctoral Higher Education Law	3
POSTSEC 7372	College Effects on Students	3
POSTSEC 7373	Administration and Finance in Higher Education	3
POSTSEC 7374	Organizational Processes and Communication in Higher Education	3
III. Dissertation Research		9
INTDEPED 7399	Dissertation Research	
Total Hours		48

Interdisciplinary Specialized Academic Field Requirements

I. Professional Common Core		24
II. Advanced Professional Studies in Specialized Academic Fields (15 hours)		15
Electives for Advanced Professional Studies		
Any 6000/7000-level course		
III. Dissertation Research		9
INTDEPED 7399	Dissertation Research	
Total Hours		48

Learning Outcomes

Doctor of Education, Ed.D.

University Academic Goals:

Critical Thinking. Graduates will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.

Communication. Graduates will display competence in oral, written, and visual communication, as appropriate for their discipline.

Program Content Knowledge. Graduates will demonstrate discipline-specific knowledge and skills in their major fields of study.

EdD Cohort Program Goals with Student Learning Outcomes:

Goal #1: Students critically analyze current issues of practice in their fields through the lenses of social justice, diversity, and inclusion, incorporating effective, adaptive, and creative responses to respond to changes and challenges in the global society. [UNI Critical Thinking]

- **SLO#1.1** Students identify and explain specific problems of practice in the context of their field of study.
- **SLO#1.2** Students link social justice, diversity, and inclusion as they relate to problems of practice in their field of study.

Goal #2: Students analyze, implement, and integrate theory and findings of research, knowledge, and practice to make informed decisions that facilitate change in their professional practice. [UNI - Program Content Knowledge]

- **SLO#2.1** Students demonstrate a rich knowledge and skills base on a specific issue, social theory, or body of research literature.
- **SLO#2.2** Students use the specific issue, social theory, or body of research to inform research design associated with a problem of practice.
- **SLO#2.3** Students demonstrate effective writing that adheres to the APA guidelines for scholarly literature.

Goal #3: Students communicate (written and oral format) the study of a complex problem of practice that includes a rich review of literature, current practices and engagement with the problem, and responses of practice that pursue solutions. [UNI - Communication]

- **SLO#3.1** Students explain a problem of practice and synthesize the body of research relevant to the problem of practice.
- **SLO#3.2** Students link research with past, current, and potential future solutions to the problem of practice.

Early Childhood Education M.A.E.

Early Childhood Education Major

This program is designed to improve the students' competence in teaching young children and in providing leadership for program development and implementation.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their

MyUNiverse Student Center To-Do list or contact the Department of Literacy, Early Childhood and Special Education for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

The degree program in this major is offered on the **non-thesis option**, and requires a **minimum of 31 semester hours with a minimum of 12 hours at the 6000-level**.

Students completing the **non-thesis** option are required to complete a culminating project of a classroom-based action research project.

Required professional core:

MEASRES 6205	Educational Research	3
EDPSYCH 6214	Foundations of Instructional Psychology	3
Curriculum and Instruction:		
ECIE 4124/5124	Infant Toddler Curriculum and Early Intervention	3
SPIE 4191/5191	Experience in Special & Inclusive Education: Birth - 3 Years	1
ECIE 4130/5130	Guidance and Instruction in Early Childhood Education	3
ECIE 4162/5162	Administration and Advocacy of Early Childhood Programs	3
ECIE 6210	Diversity in Early Childhood Education: Theory and Practice	3
LITED 6212	Methods and Materials in Literacy Education	3
ECIE 6221	Analysis and Design of Curriculum for Young Children	3
ECIE 6236	Assessment in Early Childhood	3
Research:		
ELEMECML 6299	Research	3
Total Hours		31

Learning Outcomes

Early Childhood Education, M.A.E.

- Demonstrate critical thinking skills through summary, critique, and syntheses of early childhood theory and research (UNI SLO - Critical Thinking)
- Communicate critical reviews of literature and best practices in the early childhood environment and explain the impact in early childhood environments. (UNI SLO - Communication).
- Analyze evidence-based recommendations for professionals on current and emerging issues in early childhood education (UNI SLO - Content Knowledge and Skills)

Educational Psychology: Context and Techniques of Assessment M.A.E.

Educational Psychology: Context and Techniques of Assessment Major

This major is designed for students planning further graduate studies in educational or school psychology.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Learning, Leadership, and Community for any other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course number 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **thesis** and **non-thesis** options. A **minimum of 35 semester hours** is required for the **thesis** option and a **minimum of 32 semester hours** for the **non-thesis** option. A **minimum of 15 hours 6000-level course work is required for the thesis option. A minimum of 12 hours 6000-level course work is required for the non-thesis option.**

Required professional core

Educational Psychology:		
EDPSYCH 6215	Advances in Educational Psychology: The Science of Learning	3
Measurement and Research:		
MEASRES 6205	Educational Research	3
Professional Studies		3 or 6
Thesis Option (6 hours)		
EDPSYCH 6299	Research	
Non-Thesis Option (3 hours)		
EDPSYCH 6285	Readings	
EDPSYCH 6288	M.A.E. Practicum in Education and Psychology	
EDPSYCH 6299	Research	

Context and Techniques of Assessment:

Educational Psychology:		
EDPSYCH 4176/5176	Learning and Behavioral Problems in Education	3
or SPIE 4180/5180	Interdisciplinary Study of Disability	
EDPSYCH 6240	Introduction to School Psychology	3
EDPSYCH 6280	Psychological Consultation in Schools	3

Measurement and Research:

MEASRES 6281	Statistics and Measurement	3
MEASRES 6282	Individual Intellectual Assessment	4
MEASRES 6283	Academic Assessment and Intervention	4
Literacy Education:		
LITED 6238	Advanced Assessment and Evaluation of Literacy Development	3
Total hours for non-thesis option		32
Total hours for thesis option		35

Learning Outcomes

Educational Psychology: Context and Techniques of Assessment, M.A.E.

- School psychology students will practice data-based decision making in all areas of school psychology practice.
- School psychology students will develop evidence-based interventions in academic, social-emotional, and behavioral domains.
- School psychology students will apply a problem-solving model in making ethical decisions.
- School psychology students will use data to support school systems, including preventive and responsive support services
- School psychology students will consider and respect differences in gender, culture, ethnicity, language, socioeconomic status, and sexual orientation and will promote a safe and respectful school environment for all individuals.
- School psychology students will engage in reflective practice
- School psychology students will communicate clearly both verbally and in writing
- School psychology students will demonstrate quality consultation and collaboration with educational professionals, families, and students.
- School psychology students will display professional behaviors throughout the program (e.g., meeting timelines, professional communication)
- School psychology students will provide services that promote family-school collaboration

Elementary Education M.A.E. Elementary Education Major

This program is designed to improve the student's effectiveness as a classroom teacher, instructional leader, curriculum developer, and action researcher.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Elementary and Middle Level Education for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

Graduate Majors and Certificates

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

The degree program in this major requires a **minimum of 30 semester hours for non-thesis option or a minimum of 33 semester hours for thesis option.**

Students completing the **thesis** option are required to pass an oral comprehensive examination prepared and administered by the thesis committee. This comprehensive examination will normally accompany the thesis defense. Students on the thesis option must include 6 hours of EMECML 6299 Research on the program of study. Students completing the **non-thesis** option are required to complete the department graduate research requirement.

Required Professional Core:		
EDPSYCH 6214	Foundations of Instructional Psychology	3
MEASRES 6205	Educational Research	3
Curriculum and Instruction:		
LITED 6212	Methods and Materials in Literacy Education	3
ELEMECML 6201	Issues and Trends in Curriculum	3
ELEMECML 4141/5141	Integrated Activities in Elementary School STEM	3
ELEMECML 6242	Analysis and Improvement of Science Instruction in the Elementary School	3
ELEMECML 6243	Analysis and Improvement of Social Studies Instruction in the Elementary School	3
ELEMECML 6289	Seminar in Education	6
Research:		3 or 6
ELEMECML 6299	Research	
Thesis Option (6 hours)		
Non-thesis Option (3 hours)		
Total hours (non-thesis option)		30
Total hours (thesis option)		33

Learning Outcomes
Elementary Education, M.A.E.

- As part of 6243 Analysis and Improvement of Social Studies Instruction in the Elementary School course students will develop a Social Studies Action Plan that demonstrates their connection of theory to practice in two of the following three thematic areas: democratic practice, social justice, or service learning. Critical Thinking
- Students will design an IRB approved collaborative action research study. Program Content Knowledge
- Students will conduct an IRB approved collaborative action research study and write a formal research paper including the

following sections: Introduction, Literature Review, Methods, Results, & Discussion.

English M.A.
English Major

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Languages and Literatures for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (GRE) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major in English is available on the **thesis and non-thesis options**, and degree applicants choose one of four emphases (see below). Both the thesis and the non-thesis options require a minimum of 30 semester hours. **A minimum of 15 hours of 6000-level course work is required for each option.**

The four emphases are the following:

1. Literature Emphasis, minimum 30 semester hours - available on both thesis and non-thesis options;
2. English Studies Emphasis, minimum 30 semester hours - available on both thesis and non-thesis options;
3. Creative Writing Emphasis, minimum 30 semester hours - available on thesis option only;
4. English in Secondary & Post-Secondary Schools – minimum of 30 semester hours – available on non-thesis option only. This emphasis is offered primarily as a distance education program for practicing teachers. It does not lead to ELA 5-12 licensure.

Graduate students are required to meet with the English Graduate Coordinator each semester for planning and approval of the courses within one's Program of Study. The department may require an applicant to complete course work in addition to the minimum hours specified for the selected option and emphasis. More information about this program approval process is available from the English Graduate Coordinator.

Successful completion of a field examination is required for both the thesis and non-thesis options. In addition, students pursuing the non-thesis option are required to complete an approved research paper.

Teacher licensure is a prerequisite (and a secondary English/Language Arts endorsement is a prerequisite or corequisite) for completing the program approval process for the English in Secondary & Post-Secondary Schools emphasis only. A licensed teacher who lacks a secondary English/Language Arts endorsement should consult at once with the English Graduate Coordinator in order to plan appropriate course work which may include one or more courses in addition to the minimum requirements for the major. Each student's Program of

Study for this emphasis requires the approval of the English Graduate Coordinator.

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. Coursework taken to satisfy this foreign language requirement does not count toward the number of hours required for completion of the degree major.

For full admission, in order to demonstrate their proficiency in English, non-native English speakers must achieve a score of 95 in the TOEFL (Test of English as a Foreign Language), 6.0 in the IELTS (International English Language Testing System), or 130 in Duolingo. A student may be required to take additional English language improvement courses at the discretion of the English Graduate Faculty. Work taken to satisfy the language proficiency requirement does not count toward the minimum of 30 semester hours required to complete the selected emphasis.

Individuals teaching in Iowa community colleges are not required to hold state issued teaching licenses. However, graduate course work in postsecondary education may strengthen one's qualifications for teaching at a community college. Contact individual colleges to determine the requirements for teaching appointments at each institution.

Required Core:

ENGLISH 6100	Methods of Graduate Study in English	3
ENGLISH 6188	Seminar in Literature	3
ENGLISH 6299	Research *	3-6
Select one of the emphases below		18-21
Total hours:		30

* For students pursuing the non-thesis option, 3 hours of ENGLISH 6299 is required. For students pursuing the thesis option, 6 hours of ENGLISH 6299 is required.

Literature Emphasis: Available on both the thesis and non-thesis options.

Electives:

18 hours for thesis option, 21 hours for non-thesis option. Must include 6 hours of 6000-level courses for students pursuing non-thesis option, and 3 hours of 6000-level courses for students pursuing the thesis option. Electives are planned with the English Graduate Coordinator.

English Literature electives selected from the following: 15-18

ENGLISH 4120/5120 Literature, Gender and Intersectionality

ENGLISH 4140/5140 Literary Criticism

ENGLISH 4160/5160 Issues in Digital Humanities

ENGLISH 4188/5188 Author Seminar:

ENGLISH 4190/5190 Seminar in Literature:

ENGLISH 4310/5310 Old English Language, Literature, and Culture

ENGLISH 4315/5315 Early Modern Drama

ENGLISH 4320/5320 English Renaissance

ENGLISH 4325/5325 18th-Century British Literature

ENGLISH 4330/5330 British Romantic Writers

ENGLISH 4335/5335 British Victorian Writers

ENGLISH 4340/5340 British Novel to 1900

ENGLISH 4345/5345 British Novel Since 1900

ENGLISH 4370/5370 Chaucer

ENGLISH 4375/5375 Shakespeare

ENGLISH 4380/5380 Milton

ENGLISH 4410/5410 Early American Literature

ENGLISH 4420/5420 The American Renaissance

ENGLISH 4425/5425 American Realism and Naturalism to WWI

ENGLISH 4430/5430 American Poetry to 1914

ENGLISH 4445/5445 American Novel Since 1900

ENGLISH 4540/5540 African American Literature

ENGLISH 4560/5560 Asian American Literature

ENGLISH 4602/5602 Modern and Contemporary Poetry

ENGLISH 4588/5588 World Literature Seminar: (Topic)

ENGLISH 4615/5615 Modern Drama

ENGLISH 4632/5632 Literary Nonfiction

ENGLISH 4652/5652 Film and Literature

ENGLISH 4660/5660 Film History

ENGLISH 4664/5664 Film Theory and Criticism

ENGLISH 4672/5672 Electronic Literature

ENGLISH 4688/5688 Genre Seminar: _____

ENGLISH 6110 Seminar in Criticism and Theory: (Topic)

ENGLISH 6300 Seminar in English Literature: (Topic)

ENGLISH 6400 Seminar in American Literature: (Topic)

ENGLISH 6510 Seminar in Writing: (Topic)

ENGLISH 6540 Contemporary Literature

English electives selected from the following: 0-6

ENGLISH 3710/5710 Craft of Creative Nonfiction

ENGLISH 3715/5715 Craft of Poetry

ENGLISH 3725/5725 Craft of Fiction

ENGLISH 4025/5025 Theory and Practice of Writing

ENGLISH 4040/5040 Digital Writing: Theory and Practice

ENGLISH 4120/5120 Literature, Gender and Intersectionality

ENGLISH 4140/5140 Literary Criticism

ENGLISH 4188/5188 Author Seminar:

ENGLISH 4160/5160 Issues in Digital Humanities

ENGLISH 4190/5190 Seminar in Literature:

Graduate Majors and Certificates

ENGLISH 4310/5310	Old English Language, Literature, and Culture
ENGLISH 4315/5315	Early Modern Drama
ENGLISH 4320/5320	English Renaissance
ENGLISH 4325/5325	18th-Century British Literature
ENGLISH 4330/5330	British Romantic Writers
ENGLISH 4335/5335	British Victorian Writers
ENGLISH 4340/5340	British Novel to 1900
ENGLISH 4345/5345	British Novel Since 1900
ENGLISH 4370/5370	Chaucer
ENGLISH 4375/5375	Shakespeare
ENGLISH 4380/5380	Milton
ENGLISH 4410/5410	Early American Literature
ENGLISH 4420/5420	The American Renaissance
ENGLISH 4425/5425	American Realism and Naturalism to WWI
ENGLISH 4430/5430	American Poetry to 1914
ENGLISH 4445/5445	American Novel Since 1900
ENGLISH 4540/5540	African American Literature
ENGLISH 4560/5560	Asian American Literature
ENGLISH 4588/5588	World Literature Seminar: (Topic)
ENGLISH 4602/5602	Modern and Contemporary Poetry
ENGLISH 4615/5615	Modern Drama
ENGLISH 4632/5632	Literary Nonfiction
ENGLISH 4652/5652	Film and Literature
ENGLISH 4660/5660	Film History
ENGLISH 4664/5664	Film Theory and Criticism
ENGLISH 4672/5672	Electronic Literature
ENGLISH 4688/5688	Genre Seminar: _____
ENGLISH 4730/5730	Creative Nonfiction Workshop
ENGLISH 4740/5740	Poetry Workshop
ENGLISH 4750/5750	Fiction Workshop
ENGLISH 4760/5760	Advanced Creative Writing Workshop
ENGLISH 4765/5765	Applied Writing: Workplace Communication
ENGLISH 4770/5770	Applied Writing: Proposals and Grants
ENGLISH 4775/5775	Applied Writing: Specialized Documents
ENGLISH 4780/5780	The Profession of Editing
ENGLISH 4785/5785	Applied Writing: Projects, Grants and Careers
ENGLISH 4790/5790	Professional Writing Practicum: _____
ENGLISH 4990/5990	Seminar in Teaching College Writing
ENGLISH 6110	Seminar in Criticism and Theory: (Topic)
ENGLISH 6300	Seminar in English Literature: (Topic)

ENGLISH 6400	Seminar in American Literature: (Topic)
ENGLISH 6510	Seminar in Writing: (Topic)
ENGLISH 6540	Contemporary Literature
ENGLISH 6720	Graduate Creative Writing Workshop
ENGLISH 6980	Seminar in the Teaching of English

Total hours, thesis or non-thesis option **30**

Optional: up to 6 additional hours to complete a specialty area or a program certificate, subject to the approval of the student's advisor and the English Graduate Coordinator

English Studies Emphasis: Available on both the thesis and non-thesis options.

English electives selected from the following: **18-21**

18 hours for thesis option, 21 hours for non-thesis option. Must include 6 hours of 6000-level courses for students pursuing non-thesis option, and 3 hours of 6000-level courses for students pursuing the thesis option. Electives are planned with the English Graduate Coordinator.

ENGLISH 3710/5710 Craft of Creative Nonfiction

ENGLISH 3715/5715 Craft of Poetry

ENGLISH 3725/5725 Craft of Fiction

ENGLISH 4025/5025 Theory and Practice of Writing

ENGLISH 4040/5040 Digital Writing: Theory and Practice

ENGLISH 4120/5120 Literature, Gender and Intersectionality

ENGLISH 4140/5140 Literary Criticism

ENGLISH 4160/5160 Issues in Digital Humanities

ENGLISH 4188/5188 Author Seminar: _____

ENGLISH 4190/5190 Seminar in Literature: _____

ENGLISH 4310/5310 Old English Language, Literature, and Culture

ENGLISH 4315/5315 Early Modern Drama

ENGLISH 4320/5320 English Renaissance

ENGLISH 4325/5325 18th-Century British Literature

ENGLISH 4330/5330 British Romantic Writers

ENGLISH 4335/5335 British Victorian Writers

ENGLISH 4340/5340 British Novel to 1900

ENGLISH 4345/5345 British Novel Since 1900

ENGLISH 4370/5370 Chaucer

ENGLISH 4375/5375 Shakespeare

ENGLISH 4380/5380 Milton

ENGLISH 4410/5410 Early American Literature

ENGLISH 4420/5420 The American Renaissance

ENGLISH 4425/5425 American Realism and Naturalism to WWI

ENGLISH 4430/5430 American Poetry to 1914

ENGLISH 4445/5445 American Novel Since 1900

ENGLISH 4540/5540African American Literature	
ENGLISH 4560/5560Asian American Literature	
ENGLISH 4588/5588World Literature Seminar: (Topic)	
ENGLISH 4602/5602Modern and Contemporary Poetry	
ENGLISH 4615/5615Modern Drama	
ENGLISH 4632/5632Literary Nonfiction	
ENGLISH 4652/5652Film and Literature	
ENGLISH 4660/5660Film History	
ENGLISH 4664/5664Film Theory and Criticism	
ENGLISH 4672/5672Electronic Literature	
ENGLISH 4688/5688Genre Seminar: _____	
ENGLISH 4730/5730Creative Nonfiction Workshop	
ENGLISH 4740/5740Poetry Workshop	
ENGLISH 4750/5750Fiction Workshop	
ENGLISH 4760/5760Advanced Creative Writing Workshop	
ENGLISH 4765/5765Applied Writing: Workplace Communication	
ENGLISH 4770/5770Applied Writing: Proposals and Grants	
ENGLISH 4775/5775Applied Writing: Specialized Documents	
ENGLISH 4780/5780The Profession of Editing	
ENGLISH 4785/5785Applied Writing: Projects, Grants and Careers	
ENGLISH 4790/5790Professional Writing Practicum: _____	
ENGLISH 4990/5990Seminar in Teaching College Writing	
ENGLISH 6110	Seminar in Criticism and Theory: (Topic)
ENGLISH 6300	Seminar in English Literature: (Topic)
ENGLISH 6400	Seminar in American Literature: (Topic)
ENGLISH 6510	Seminar in Writing: (Topic)
ENGLISH 6540	Contemporary Literature
ENGLISH 6720	Graduate Creative Writing Workshop
ENGLISH 6980	Seminar in the Teaching of English
Total hours, thesis or non-thesis option	
30	

Optional: up to 6 additional hours to complete a specialty area or a program certificate, subject to the approval of the student's advisor and the English Graduate Coordinator.

Creative Writing Emphasis: Available on the thesis option only.

3 to 6 hours of the following "Craft" courses: *	3-6
ENGLISH 3710/5710	Craft of Creative Nonfiction
ENGLISH 3715/5715	Craft of Poetry

ENGLISH 3725/5725	Craft of Fiction
6 to 9 hours of the following "Workshop" courses: *	6-9
ENGLISH 4730/5730	Creative Nonfiction Workshop
ENGLISH 4740/5740	Poetry Workshop
ENGLISH 4750/5750	Fiction Workshop
ENGLISH 4760/5760	Advanced Creative Writing Workshop
ENGLISH 6720	Graduate Creative Writing Workshop
English Literature electives (planned with graduate coordinator) must include 3 hours of 6000-level courses	6-9
Total hours	30

* A total of at least 12 hours is required from ENGLISH 3710/5710, ENGLISH 3715/5715, ENGLISH 3725/5725, ENGLISH 4730/5730, ENGLISH 4740/5740, ENGLISH 4750/5750, ENGLISH 4760/5760 and ENGLISH 6720.

English in Secondary & Post-Secondary Schools Emphasis: Available on the non-thesis option only.

ENGLISH 6980	Seminar in the Teaching of English	3
English electives in Literature & Pedagogy **		6-12
English electives in Writing & Pedagogy **		6-12
Total Hours		30

**Electives must include at least 3 hours of 6000-level courses.

Learning Outcomes

English, M.A.

- Students will analyze texts [Critical Thinking]
- Students will create original texts [Communication]
- Students will situate texts (within their contexts) [Content knowledge]

Geography M.A.

Geography Major

Students interested in enrolling in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the graduate coordinator in the School of Community and Geographic Innovation for any other application requirements. Applications should include two letters of recommendation, a brief statement about professional interests and career objectives, and transcripts of both undergraduate and graduate credit. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course number 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

Graduate Majors and Certificates

The major in Geography is available on the **thesis (research)** and **non-thesis (professional)** options. A **minimum of 33 semester hours**, including 6 hours GEOG 6299 for thesis research and writing, is required for the **thesis** option. Students must successfully present a written and oral thesis proposal prior to registration in GEOG 6299. A **minimum of 30 semester hours**, including 3 hours GEOG 6598 for completion of a research paper, is required for the **non-thesis** option. **A minimum of 17 hours of 6000-level course work is required for both the thesis and non-thesis options.**

Any 6000-level course offered as a graded course must be taken on a graded basis. Students pursuing either thesis or non-thesis option may select from the following research concentrations: Geographic Information Science and Remote Sensing; Environmental and Earth Systems; Geomorphology; Human Spatial Systems; Planning and Development; Geography Education.

Thesis Option:

Required Geography

GEOG 6010	Geographic Research Methods	3
GEOG 6550	Seminar (History of Geographic Thought)	3
GEOG 6299	Research	6
Electives *		21
Total Hours		33

* At least 12 of the 21 hours must be in geography; at least 3 of the 18 hours must be at the 6000-level; cannot include GEOG 6598; additional hours of GEOG 6299 cannot count toward the minimum 21 elective hours.

Non-Thesis Option:

Required Geography

GEOG 4570/5570	Sustainability and Geographic Leadership	3
GEOG 5150	Regional Geography: (Variable Topic)	3
GEOG 5270	Science of Scenery	3
GEOG 6010	Geographic Research Methods	3
GEOG 6550	Seminar (History of Geographic Thought)	3
GEOG 6598	Directed Research Project	3
Electives *		12
Total Hours		30

* At least 3 of the 12 hours must be at the 6000-level; at least 3 hours must be a content elective and 3 hours must be a skills elective. Students may take an additional 3 hours of GEOG 6598 as an elective with approval of the Graduate Coordinator.

Each student's program (beyond the required core courses) will be determined by individual needs in consultation with their graduate advisor and the graduate coordinator. For the thesis option, an oral thesis defense is required. For the non-thesis option, a final presentation of the research paper is required.

Learning Outcomes

Geography: M.A.

Goal 1: Communication

- **SLO 1:** Demonstrate an advanced development in effective communication of new knowledge.

Goal 2: Critical Thinking

- **SLO 2:** Conduct advanced research through the development of a research question, select appropriate research methods, and execution of suitable methods of data collection.

Goal 3: Content Knowledge & Skills

- **SLO 3:** Acquire an awareness of the discipline of geography as a professional field including an understanding of the social importance of geographic knowledge and research.
- **SLO 4:** Develop a mastery of a specialized field within the discipline of geography.

History M.A.

History Major

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of History for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) is not required for admission to the program.

This program is offered on the non-thesis option only. A minimum of **12 hours of 6000-level** is required for non-thesis plans. Degree candidates will submit a portfolio, a record of academic and professional preparation, to complete their degree.

The MA in History, delivered entirely through the online distance learning format, exposes students to a variety of historical topics and periods from a global perspective. This innovative degree provides training in historical interpretation and issues that is suitable for a variety of careers and emphasizes methodologies and content valuable for in-service teachers. Students will benefit from the History Department's close academic mentorship as all classes are taught by UNI faculty. The program is fully online with all classes taught in the evening, one course at a time, in synchronous and asynchronous formats, making it convenient for both full-time students and working professionals.

Required:

HIST 6010	History: Theory and Practice	3
HIST 6200	Professional Development Portfolio	3

Students must take 4 of each of the following seminars (repeated with different topics):

HIST 6040	Readings in History: (Topic)	12
HIST 6080	History Workshop: (Topic)	12

Electives:

Any HIST 6000-level (may take one course, up to 3 hours, outside the field of history)	0-3
Total hours:	30

Note: M.A. students must maintain a total major GPA of at least 3.0. If a student falls below the required 3.0 GPA, they will no longer be eligible to receive funding and can potentially be dismissed from the program. Students who enter the program on a probationary basis (a GPA under 3.0) must earn a total major GPA of at least 3.0 by the end of their first semester in the program.

Learning Outcomes

History, M.A.

History Graduate Student Learning Goals:

- **GSLG 1 Critical Thinking:** Graduates will acquire research and investigative skills that will encourage the thoughtful and continuing study of history and its dissemination.
- **GSLG 2 Communication:** Graduates will demonstrate an advanced mastery of the basic methods of historical interpretation and its dissemination through an oral presentation of a portfolio that represents a body of scholarly work.
- **GSLG 3 Program Content Knowledge:** Graduates will enhance and deepen their content knowledge of history from a global perspective through the successful completion of four seminars and four workshops.

History Graduate Student Learning Outcomes:

SLG 1: Critical Thinking (Correlates to GSLG 1 Critical Thinking):

- Graduates in the M.A. in History program will show a mastery of the basic methods of historical knowledge through active participation in online class (both synchronous and asynchronous) discussions/discussion boards and the successful completion of all assignments (quizzes, exams, papers and/or projects).

SLG 2: Communication (Correlates to GSLG 2 Communication):

- Graduates in the M.A. in History program will demonstrate an advanced mastery of the basic methods of historical interpretation and its dissemination through an oral presentation of a portfolio that represents a body of scholarly work.

SLG 3: Program Content Knowledge (Correlates to GSLG 3 Program Content Knowledge):

- Graduates in the M.A. in History program will enhance and deepen their content knowledge of history from a global perspective through the successful completion of four seminars and four workshops in addition to the Workshop: Professional Development for Historians (Portfolio).

Industrial Mathematics P.S.M. Industrial Mathematics Major

This program is currently suspended.

The Professional Science Master's Degree in Industrial Mathematics is designed to prepare students for a career in industry. The curriculum

combines a business and experiential component with advanced course work.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Mathematics for any other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is a **non-thesis** program. A **minimum of 30 hours** is required. A **minimum of 12 hours of 6000-level course work is required.**

No comprehensive examination is required for this **non-thesis** option.

Requirements for admission to the program include the completion of a bachelor's degree with a GPA of 3.00 or higher and successful completion of the following university-level courses:

Prerequisite Courses:

MATH 1420	Calculus I	4
MATH 1421	Calculus II	4
MATH 2422	Calculus III	4
MATH 2500	Linear Algebra for Applications	3
STAT 1772	Introduction to Statistical Methods	3
One course in computer programming (or equivalent):		
CS 1130	Visual BASIC Programming	3
CS 1160	C/C++ Programming	3
CS 1510	Introduction to Computing	4

This major requires completion of 9 hours of the PSM Industrial Mathematics core, and 21 hours of electives.

Required Core:

MATH 6745	Deterministic Operations Research	3
MATH 6747	Discrete-Event System Simulation	3
MATH 6796	PSM Capstone Project	3

Electives from the following: 21

Marketing:		
MKTG 4170/5170	Marketing Strategy	
or MKTG 6170	Marketing Management	
Management:		
MGMT 6250	Business Strategy	
MGMT 6262	Cross-Functional Operations	
Finance:		
FIN 6266	Financial Management and Markets	
Technology:		

Graduate Majors and Certificates

TECH 3024/5024	Solid Modeling and Additive Manufacturing for Design
Mathematics:	
ACT SCI 4735/5735	Actuarial Mathematics
ACT SCI 4739/5739	Topics in Actuarial Science
ACT SCI 4785/5785	Introduction to Financial Engineering
ACT SCI 4788/5788	Loss Models
MATH 3425/5425	Differential Equations
MATH 3430/5430	Partial Differential Equations
MATH 3440/5440	Numerical Analysis
MATH 3630/5630	Differential Geometry
MATH 4460/5460	Introduction to Complex Analysis
MATH 6746	Probabilistic Operations Research
MATH 6748	Modeling Industrial Systems Using Queueing Networks
MATH 6779	Topics in Probability and Statistics
STAT 3771/5771	Applied Statistical Methods for Research
STAT 3775/5775	Introduction to Mathematical Statistics
STAT 3776/5776	Regression Analysis
STAT 3778/5778	Spatial Data Analysis
STAT 4772/5772	Statistical Computing I
STAT 4773/5773	Design and Analysis of Experiments
STAT 4777/5777	Statistical Quality Assurance Methods
STAT 4779/5779	Applied Multivariate Statistical Analysis
STAT 4782/5782	Statistical Computing II
STAT 6772	Advanced Statistical Methods
Computer Science:	
CS 6400	Computer Systems
Physics:	
PHYSICS 6100	Modeling and Simulation of Physical Systems
Total Hours	30

Learning Outcomes

Industrial Mathematics, P.S.M.

- Students will demonstrate an in-depth understanding of a variety of mathematical models and techniques needed in business/industry.
- Students will demonstrate the practical skills needed to apply mathematical models and techniques to problem-solving in business/industry.
- Students will demonstrate communication skills appropriate for working in business/industry.

Instructional Design and Learning Technologies M.A. Instructional Design and Learning Technologies Major

The Master of Arts in Instructional Design and Learning Technologies Program is designed to prepare graduate students for successful careers involving instructional design and associated learning technologies. Candidates include those who wish to learn or improve their instructional design and technology skills for use in any learning environment or professional field. It begins with essential tools and foundations leading up to creative and experiential learning opportunities that equip graduates to lead change and promote successful implementation of instructional design strategies in the classroom, corporate training settings, non-profits, or other learning spaces.

To be admitted to the Instructional Design and Learning Technologies Master's Program, the student must apply through the UNI Admission Application to Graduate Study. Graduate information and the application for graduate admission can be found at <https://admissions.uni.edu/application>. The applicants should refer to their MyUNiverse Student Center To-Do list or contact the Department of Curriculum and Instruction for other application requirements.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This program is offered as a **non-thesis option**, requiring a **minimum of 12 semester hours of 6000-level coursework**. The culmination of this program involves completing the required internship course (LRNTECH 6298 Capstone Field Experience). Students complete a supervised internship project with proposal, documentation, and presentation.

The M.A. in Instructional Design and Learning Technologies encourages University of Northern Iowa undergraduate students to take graduate courses during their senior year. Students interested in pursuing graduate coursework should consult with their advisor to select appropriate courses.

Required Professional Core:

LRNTECH 6205	Understanding and Evaluating Research	3

Required Instructional Design Courses:

LRNTECH 6240	Instructional Design for 21st Century Learning	3
LRNTECH 6216	Adult Learning Instructional Strategies	3

Required Learning Technology Courses:

LRNTECH 4110/5110	Foundations of Distance Learning and Development	3
LRNTECH 4131/5131	Selection and Application of Learning Technologies	3

LRNTECH 4153/5153	Developing Digital Learning Environments	3
LRNTECH 4120/5120	Designing Accessible and Inclusive Learning Environments	3
LRNTECH 6238	Topics and Emerging Trends in Learning Technology	3
LRNTECH 6245	Creating Educational Multimedia Content	3
Required Internship Course:		
LRNTECH 6298	Capstone Field Experience	3
Total Hours		30

Learning Outcomes

Instructional Design and Learning Technologies, M.A.

- Demonstrate professional communication through oral discussion, writing, and presentation (viewing & presenting) throughout the coursework, graduate activity, and the culminating project. (UNI SLO - Communication)
- Apply, analyze, and evaluate effective instructional design principles of Universal Design for Learning (UDL) and other frameworks appropriate to varied audiences. (UNI SLO - Critical Thinking)
- Advocate for and demonstrate safe, legal, and ethical practice with digital tools throughout the program and through application in professional environments. (UNI SLO - Content Knowledge and Skills)

Interdisciplinary Studies M.A.

Interdisciplinary Studies Major

The Master of Arts in Interdisciplinary Studies (MAIS) is a 30-hour master's degree program that allows students to choose between two to three concentration or subject areas, enabling them to meet their personal, academic and professional goals by drawing from interdisciplinary fields to create a unique, individualized course of study that can be tailored to their specific needs. Students can develop the competency needed for a variety of professional opportunities or to continue furthering graduate studies. The minimum number of units per concentration or subject area is six hours. This program is offered primarily as a non-thesis degree, although a thesis option is allowed.

Students can choose courses from a wide variety of concentration areas and can also select a unique concentration area with assistance from the Division of Graduate Studies. MAIS students are allowed to transfer UNI graduate certificates into the Master's program as concentration areas.

Professional Skills

- Written communication
- Research abilities, analysis and interpretation
- Integration of diverse fields
- Build evidence-based arguments and insights

Student Learning Outcomes

1. Students should be able to integrate the knowledge of two or more academic disciplines into interdisciplinary scholarship.
2. Students should be able to analyze and interpret data from scholarly literature of the discipline.
3. Students should be able to elaborate evidence-based arguments through the understanding of the fields of inquiry.

Admissions

1. Statement. A 500-word narrative indicating the personal and professional objectives sought to be accomplished with this program. Indicate how the experiences encountered in your life and/or career align with the fields of inquiry selected as part of your program.
2. Transcripts
3. GPA of 2.75 or above
4. Two professional or academic references
5. Admission will be in consultation with the Division of Graduate Studies coordinator and faculty advisors from areas of interest and a plan of study will be devised accordingly.

Culminating Experience

The final assignment should be aligned with the professional goals of the student and it is determined by the faculty advisors from the concentration or subject areas. Non-thesis options may include: a Portfolio Project; a Clinical Immersion Project; an Internship Project; or a Specialization Research Paper. Thesis projects should be completed in accordance with the Division of Graduate Studies policies. Non-thesis projects must be supervised by at least one regular member of the graduate faculty from at least one of the student's specialist areas and approved by the Division of Graduate Studies.

Process

A program coordinator will draft a plan of study which will be approved by the Division of Graduate Studies. Students can transfer UNI certificates to create an interdisciplinary degree. Certificates are stackable. Certificates from accredited universities are accepted and follow UNI transfer rules.

Students interested in this program must submit a completed Application for Admission to Graduate Study, which includes transcripts of undergraduate and graduate credits, and send the names of two professional or academic references to Graduate Studies. Interested students should refer to their MyUNIverse Student Center To-Do list or contact the program director for any other application requirements. It is expected that students will have experience in the field prior to admission. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **non-thesis** and **thesis** options. A **minimum of 30 semester hours** of graduate course work is required for both options. A **minimum of 12 semester hours of 6000-**

Graduate Majors and Certificates

level coursework is required for the non-thesis option; a **minimum of 15 semester hours of 6000-level coursework** is required for the thesis option. The 30 hours are prescribed below.

Option 1 with 3 Areas of Concentration	
Required:	
A minimum of 6 semester hours from three focus areas	24
Elective	3
Research Class or Equivalent *	3
Total Hours	30

Option 2 with 2 Areas of Concentration	
A minimum of 9 semester hours from two focus areas	
Elective	3
Research Class or Equivalent *	3
Total Hours	30

* See "Culminating Experience" information above

Learning Outcomes

Interdisciplinary Studies, M.A.

- Students should be able to integrate the knowledge of two or more academic disciplines into interdisciplinary scholarship.
- Students should be able to analyze and interpret data from scholarly literature of the discipline.
- Students should be able to elaborate evidence-based arguments through the understanding of the fields of inquiry

Jazz Pedagogy M.M.

Jazz Pedagogy Major

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the School of Music for other application requirements. Graduate Information can be found at grad.uni.edu and application for graduate admission can be found at admissions.uni.edu/application.

This major is offered on the thesis/recital option only, and requires a minimum of 36 semester hours. A minimum of 15 semester hours of 6000-level course work is required, **including 5 hours of music electives at the 6000-level.**

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

Required	
Graduate Music Core:	
Music Theory:	
MUS THEO 6000	Foundations of Musical Analysis 3
MUS THEO 5200	Topics in Music Theory and Analysis 3
Music History and Musicology:	
MUS HIST 6000	Foundations of Musicology 3

MUS HIST 3200/5200	Topics in Music History and Culture	3
Specialization:		
Music Techniques:		4
MUS TECH 3500/5500	Instrumental Jazz Improvisation - Theory	
or MUS TECH 3530/5530	Instrumental Jazz Improvisation I	
or MUS TECH 3550/5550	Instrumental Jazz Improvisation II	
MUS ED 6520	Jazz Pedagogy	
Music Theory:		5
MUS THEO 3270/5270	Jazz Arranging I	
MUS THEO 3280/5280	Jazz Arranging II	
MUS THEO 3320/5320	Jazz Composition Class	
Music, Organizations and Ensembles: *		8
MUS ENS 3160/5160	Jazz Band (combos)	
Research:		
MUS TECH 6299	Research	2
Music electives:		
Select 5 hours of electives from the following:		5
Applied Music:		
MUS APPL 3400/5400	Percussion	
MUS APPL 3530/5530	Jazz Guitar	
MUS APPL 3560/5560	Jazz Bass	
MUS APPL 3570/5570	Jazz Piano	
Music Theory:		
MUS THEO 3220/5220	Music and Technology	
Music History and Musicology:		
MUS HIST 3600/5600	Jazz History and Styles (preferred)	
Recital:		
MUS APPL 6880	Graduate Recital	0
Total Hours		36

- * 2 hrs. in jazz ensembles participation required each semester of residence.
- **Strongly recommended.

Additional requirements:

1. Jazz performance recital
2. Recital abstract
3. Jazz bass proficiency
4. Jazz piano proficiency
5. Jazz drum set proficiency

Learning Outcomes

Jazz Pedagogy, M.M.

- Music History. Students shall demonstrate a functional knowledge of the history of Western music from the 16th to 21st century by defining important terminology, identifying major repertoire works by listening, and writing convincingly about broad topics related to instrumental and vocal music genres.

- **Music Theory:** Students shall demonstrate a functional knowledge of the theoretical basis of Western music, extending knowledge gained in undergraduate music theory studies, in preparation for entrance into any doctoral music program.
- **Critical Thinking.** Students will demonstrate critical thinking through evaluation, analysis, and integration of information in music history and theory (graduate music core) with their area of specialization (applied music, composition, conducting, music history, pedagogy, or music education) as appropriate to their discipline.
- **Specialization.** Students will demonstrate mastery of skills necessary to teach all aspects of jazz performance at the elementary-secondary and/or undergraduate levels of instruction, including (a) performance skills, including functional rhythm section skills as well as the ability to improvise on the primary instrument; (b) jazz ensemble rehearsal skills; (c) knowledge of pedagogical methods, and (d) knowledge of jazz ensemble literature and resources.

Policies

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the School of Music for other application requirements. Graduate Information can be found at grad.uni.edu and application for graduate admission can be found at admissions.uni.edu/application.

An applicant for a graduate degree program in the School of Music should possess the baccalaureate degree in music or a demonstrated equivalent. The student should have attained a high degree of proficiency in one or more of the following areas: performance, theory-composition, conducting, music education, or 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, recordings of compositions.

Conducting majors: in-person audition and interview with at least two members of the Graduate Conducting faculty. It is also recommended the applicant have two years of conducting experience beyond the baccalaureate degree. A DVD or digital video file recording may be submitted in lieu of the in-person audition, but may not satisfy the audition requirement. Recordings should be of high quality and show the applicant in rehearsal situations, though performance recordings may also be included. Video recordings should include two or three works of varying styles, and be taken so as to clearly indicate the conductor's facial and other physical gestures.

Jazz Pedagogy: in-person audition and interview.

Music Education majors: in-person or telephone interview with a member of the Graduate Music Education faculty.

Music History majors: scholarly paper.

Performance majors and Piano Performance and Pedagogy majors: in-person audition (a recording would be accepted if the in-person audition would pose undue hardship).

The Graduate Record Examination (General Test) **is not** required for admission to the Master of Music programs.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

A minimum of 15 semester hours of 6000-level course work is required of all majors enrolled for the thesis/recital option. Students completing the thesis option (not a recital and abstract) must have 6-9 semester hours of ____ 6299 Research. A minimum of 12 semester hours of 6000-level course work is required of all majors enrolled for the non-thesis option [course prefix MUSIC, MUS ED, MUS HIST, MUS LIT, MUS TECH, MUS THEO].

The grade B- or above is required for all courses in the Graduate Music Core as well as all core courses in the specific degree plans. Under extenuating circumstances, exceptions to this policy must be approved by the instructor of record, the Graduate Coordinator and the Director of the School of Music. For more information go to www.uni.edu/music.

Students who plan to receive the degree Master of Music (M.M.) must meet the graduate regulations and requirements for the master's program and the specific major requirements.

Kinesiology and Sport Performance M.A.

Kinesiology and Sport Performance Major

This program is designed for those who wish to concentrate their study in the fields of coaching, sport performance, strength and conditioning, and corporate fitness.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the the Department of Kinesiology for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **thesis** and **non-thesis** options. A thesis/ research paper defense is required. No comprehensive examination is required. Students selecting the thesis option will take 6 hours of research credits, and students selecting the non-thesis option will take 3 hours of research credits. Both options will take 9 hours of practicum credits. This major requires a **minimum of 36 semester hours for the non-thesis option and 39 hours for the thesis option.**

Required:

KINES 6222	Sport Psychology	3
KINES 6223	Advanced Strength and Conditioning	3

Graduate Majors and Certificates

KINES 6251	Applied Analysis of Human Movement	3
KINES 6253	Advanced Exercise Physiology and Assessment	3
KINES 6289	Seminar in Kinesiology (take two times on different topics for a minimum of 6 hours)	6
KINES 6290	Research Methods and Statistical Analyses	3
KINES 6297	Practicum	9
AT 5270	Advanced Therapeutic Interventions I	3
Research:		3-6
KINES 6299	Research	
Non-thesis option (3 hours)		
Thesis option (6 hours)		
Total hours non-thesis option		36
Total hours thesis option		39

Learning Outcomes

Kinesiology and Sport Performance, M.A.

- **Outcome 1** - Program content Knowledge and Skills: Students can apply best practice knowledge to profession specific contexts in the field of Exercise Science.
- **Outcome 2** - Critical Thinking: Students can conduct research, integrate information from a variety of scientific sources and critically draw relevant conclusions in the culminating research project.
- **Outcome 3** - Communication: Students can demonstrate competence in oral and written communication, as appropriate for Exercise Science.

Leadership in Physical Education M.A.

Leadership in Physical Education Major

The primary focus of this program is the study of teaching (pedagogy). This program does not lead to a teaching license in Physical Education.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the the Department of Kinesiology for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

To be eligible for admission to the graduate program, the candidate must have an undergraduate degree in teaching physical education or be currently licensed to teach physical education. Undergraduate students in the last semester of a bachelor degree in physical education PK-12 teaching may be provisionally accepted. Candidates not meeting these requirements may petition for special consideration for admission.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **non-thesis** option only. No comprehensive examination is required.

Required:

KINES 6230	Curriculum Theory and Design in Physical Education	3
KINES 6231	Effective Teaching and Behavioral Management in Physical Education	3
KINES 6240	Advanced Adapted Physical Education	3
KINES 6241	Advanced Assessment in Physical Education	3
KINES 6251	Applied Analysis of Human Movement	3
KINES 6255	Advanced Motor Learning & Development	3
KINES 6273	Contemporary and Inclusive Issues in Physical Education	3
KINES 6290	Research Methods and Statistical Analyses	3
Electives from the following courses:		6
KINES 6222	Sport Psychology	
KINES 6285	Readings in Kinesiology	
KINES 6289	Seminar in Kinesiology	
Total Hours		30

Learning Outcomes

Leadership in Physical Education, M.A.

- **Outcome 1** - Program content Knowledge and Skills: Students can apply best practice knowledge to profession specific contexts in the field of Physical Education.
- **Outcome 2** - Critical Thinking: Students can conduct research, integrate information from a variety of scientific sources and critically draw relevant conclusions in the culminating research project.
- **Outcome 3** - Communication: Students can demonstrate competence in oral and written communication, as appropriate for Physical Education Pedagogy.

Literacy Education M.A.E.

Literacy Education Major

This program is designed to develop and extend the expertise of educators in both leadership and classroom positions who wish to specialize in the area of literacy education. Students examine theories, programs and practices in the teaching of literacy, the evaluation of literacy development and the integration of literacy across curricular areas.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Curriculum and Instruction for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) is **not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

The degree program in this major requires a **minimum of 30 (non-thesis option) or 33 (thesis option) semester hours**.

Students on the thesis option must include 6 hours of LITED 6299 Research on the program of study. Students completing the non-thesis option must meet the department graduate research requirement. Students on the non-thesis option must include 3 hours of LITED 6299 Research on the program of study.

Students that begin the Master's program with an Iowa reading endorsement (K-8 or 5-12), will need to complete the entire Master's program at UNI in order for UNI to make a recommendation for license with the Iowa Board of Educational Examiners for Reading Specialist K-12 endorsement.

Students who did not begin the Master's program with an Iowa reading endorsement (K-8 or 5-12), will need to include an additional six (6) hours of coursework at 5000-level (LITED 4147/5147 Advanced Literacy Practices and LITED 4192/5192 Experience in Literacy: Tutoring), in order to complete the Reading Specialist K-12 endorsement and have UNI make a recommendation for license with the Iowa Board of Educational Examiners. Students may include the additional six hours in their program of study for the M.A.E. Literacy Education, or students may complete the six hours of UNI coursework post M.A.E.

Required Professional Core:

EDPSYCH 6216	Advances in Educational Psychology: The Psychology of Literacy	3
MEASRES 6205	Educational Research	3
Literacy Education:		21
LITED 6212	Methods and Materials in Literacy Education	
LITED 6238	Advanced Assessment and Evaluation of Literacy Development	
LITED 6239	Advanced Literacy Curriculum Studies	
LITED 6240	Language Development and Variability	
LITED 6245	Ideological, Cultural, and Sociopolitical Issues in Children's Literature	
LITED 6260	Roles of the Reading Specialist	
LITED 6290	Practicum in Literacy	
Literacy Education Research Requirement:		3 or 6

LITED 6299 Research

Thesis Option (6 hours)

Non-thesis Option (3 hours)

Total hours (non-thesis option) 30

Total hours (thesis option) 33

Learning Outcomes

Literacy Education, M.A.E.

- Review current knowledge and theory based on topics of inquiry.
- Synthesize content knowledge development for application in practice.
- Elaborate on identified issues and develop grounded rationales behind the theory and recommendations for resolution of the problem.
- Demonstrate knowledge, application, and analysis of literacy assessments used to develop instruction for students who struggle with literacy learning.
- Communicate professional knowledge and applications in literacy education through written and oral presentations.

Mathematics M.A.

Mathematics Major

The M.A. major in Mathematics is available in four emphases: Mathematics, Secondary Teaching, Community College Teaching, and Actuarial Science.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

The Mathematics emphasis is available on the **thesis** and **non-thesis** options. A **minimum of 36 hours** is required for the **thesis** option, including 6 hours of MATH 6299 and a **minimum of 15 additional hours of 6000-level course work**. A **minimum of 33 hours** is required for the **non-thesis** option, including a minimum of 3 hours of MATH 6299 and a **minimum of 15 additional hours of 6000-level course work**.

The Secondary Teaching emphasis is offered on a **non-thesis** option only; a **minimum of 30 hours**, including a **minimum of 18 hours of 6000-level course work** is required.

The Community College Teaching emphasis is offered on a **non-thesis** option only; a **minimum of 30 hours**, including a **minimum of 15 hours of 6000-level course work** is required.

The Actuarial Science emphasis is offered on a **non-thesis** option only; a **minimum of 30 hours**, including a **minimum of 12 hours of 6000-level course work** is required.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Mathematics for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

Graduate Majors and Certificates

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Courses taken to satisfy B.A. requirements may not be repeated to count toward the graduate program.

Successful completion of a final written comprehensive examination is required for the **non-thesis option on the Mathematics and Actuarial Science emphases only**.

Mathematics Emphasis

Required

Mathematics:		
MATH 3630/5630	Differential Geometry	3
or MATH 4615/5615 Geometric Transformations		
MATH 6420	Mathematical Analysis I	3
MATH 6460	Complex Analysis I	3
MATH 6500	Abstract Algebra I	3
Select at least two of the following:		6
MATH 6421	Mathematical Analysis II	
MATH 6461	Complex Analysis II	
MATH 6501	Abstract Algebra II	
Research:		3 or 6
MATH 6299	Research	
Thesis option (6 hours)		
Non-thesis option (3 hours)		

Electives 12

Mathematics:		
Select 12 hours from any of the courses listed above that were not used for the requirements there or from among the following:		
ACT SCI 4739/5739	Topics in Actuarial Science	
MATH 3425/5425	Differential Equations	
MATH 3430/5430	Partial Differential Equations	
MATH 3440/5440	Numerical Analysis	
MATH 3530	Combinatorics	
MATH 3640/5640	History of Mathematics	
MATH/STAT 3752	Introduction to Probability	
MATH 4421/5421	Advanced Calculus II	
MATH 4460/5460	Introduction to Complex Analysis	
MATH 4501/5501	Modern Algebra II	
MATH 4641/5641	Topology I	
MATH 6510	Theory of Numbers	
MATH 6640	Topics in the History of Mathematics	
MATH 6650	Topics in Mathematical Logic and Set Theory	
MATH 6779	Topics in Probability and Statistics	
STAT 3775/5775	Introduction to Mathematical Statistics	
STAT 3776/5776	Regression Analysis	
STAT 4777/5777	Statistical Quality Assurance Methods	

STAT 4779/5779	Applied Multivariate Statistical Analysis	
Total hours thesis option		36
Total hours non-thesis option		33

Secondary Teaching Emphasis

The Secondary Teaching emphasis is designed for secondary school mathematics teachers interested in developing a deeper background in mathematics and pedagogy to enhance teaching and increase student learning.

Required

Mathematics Education:		
MATH 6201	Foundations of Mathematics Education	3
MATH 6381	Current Research in Mathematics Education	3
MATH 6209	Mathematics Curriculum and Assessment	3
MATH 6225	Teaching and Learning Mathematics	3
MATH 6236	Equity and Mathematics Education	3

Mathematics:		
MATH 6371	Probability and Statistical Inference	3
MATH 6370	Applied Linear Statistical Methods	3

Select one course from the following:

MATH 6212	Foundations of Algebraic Reasoning	3
or MATH 6504	Advanced Linear Algebra	

Select One Course from the Following:

MATH 6215	Foundations of Geometric Reasoning	3
or MATH 6670	Non-Euclidean Geometry	

Select One Course from the Following:

MATH 6410	Foundations of Calculus	3
or MATH 6205	Teaching Rational Numbers and Proportionality	

Total Hours 30

Community College Teaching Emphasis

The Community College Teaching emphasis is designed to serve those seeking to prepare for a career in community college teaching or working professionals in the field who are seeking career advancement.

Required:

Mathematics Education:		
MATH 6201	Foundations of Mathematics Education	3
MATH 6225	Teaching and Learning Mathematics	3
MATH 6236	Equity and Mathematics Education	3

MATH 6209	Mathematics Curriculum and Assessment	3
Mathematics:		
MATH 6504	Advanced Linear Algebra	3
MATH 6520	Complex Functions and Solving Polynomial Equations	3
MATH 6370	Applied Linear Statistical Methods	3
MATH 6371	Probability and Statistical Inference	3
MATH 6410	Foundations of Calculus	3
MATH 6670	Non-Euclidean Geometry	3
Total Hours		30

Actuarial Science Emphasis

Required

ACT SCI 5735	Actuarial Mathematics	3
ACT SCI 5788	Loss Models	3
ACT SCI 6784	Predictive Analytics in Insurance I	3
ACT SCI 6785	Predictive Analytics in Insurance II	3
STAT 5784	Introduction to Machine Learning	3
STAT 4786/5786	Statistics for Risk Modeling	3
Select One Course from the Following:		3
ACT SCI 6735	Advanced Actuarial Mathematics	
or ACT SCI 6788	Advanced Loss Models	

Electives 9

Select 9 hours, including one or more 6000-level courses not selected in the above required category, from among the following:

ACT SCI 5739	Topics in Actuarial Science
ACT SCI 5780	Mathematics of Finance
ACT SCI 5785	Introduction to Financial Engineering
STAT 5752	Introduction to Probability
STAT 5771	Applied Statistical Methods for Research
STAT 5772	Statistical Computing I
STAT 5775	Introduction to Mathematical Statistics
STAT 5779	Applied Multivariate Statistical Analysis
STAT 5782	Statistical Computing II
ACT SCI 6735	Advanced Actuarial Mathematics
ACT SCI 6788	Advanced Loss Models
STAT 6772	Advanced Statistical Methods
STAT 6779	Topics in Probability and Statistics

Total Hours 30

Learning Outcomes

Mathematics, M.A.

Goal 1. Graduates will be able to undertake advanced mathematical reasoning:

- Students will construct logically valid mathematical arguments;
- Students will apply information learned in one setting to different situations;
- Students will make connections between seemingly different concepts.

Goal 2. Graduates will be able to conduct independent work and develop new mathematical ideas:

- Students will demonstrate that they can work independently;
- Students will identify problems in their readings and to find ways to fix them;
- Students will create original method(s) for solving known problem(s) or find solution(s) to new problem(s) in their theses or culminating papers.

Goal 3. Graduates will be able to solve problems at the level of graduate mathematics:

- Students will use/apply research-level (advanced) methods used to solve problems in their theses or culminating papers;
- Students will solve problems in graduate courses. Department faculty will identify 1-2 problems on the final examinations to assess this goal.

Goal 4. Graduates will be able to comprehend and communicate advanced mathematics both orally and in writing:

- Students will clearly state the goal(s) of their theses or paper;
- Students will place the questions/problems they addressed in their theses or papers in context (history, literature review, etc);
- Students will describe in detail the method(s) they used to answer the questions/problems in their theses or papers;
- Students will demonstrate mastery of the subject matter covered in their theses by answering questions from the theses committees about the theses.

Mathematics for the Elementary and Middle Grades (K-8) M.A.

Mathematics for the Elementary and Middle Grades (K-8) Major

This M.A. major is intended for teachers interested in mathematics for the elementary and middle grades (K-8) and for mathematics specialists and supervisors. Teacher licensure is a prerequisite for completing the program approval process for this major. Normally, candidates will have at least 2 years teaching experience.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of

Graduate Majors and Certificates

Mathematics for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **non-thesis** option only; a **minimum of 30 hours** is required. **A minimum of 15 hours of 6000-level course work is required.**

Required

Mathematics Education:		
MATH 6201	Foundations of Mathematics Education	3
MATH 6205	Teaching Rational Numbers and Proportionality	3
MATH 6212	Foundations of Algebraic Reasoning	3
MATH 6215	Foundations of Geometric Reasoning	3
MATH 6381	Current Research in Mathematics Education	3
MATH 6227	Data Analysis, Probability, and Discrete Mathematical Reasoning	3
MATH 6225	Teaching and Learning Mathematics	3
MATH 6236	Equity and Mathematics Education	3
MATH 6216	Number and Operations	3
MATH 6209	Mathematics Curriculum and Assessment	3
Total Hours		30

Learning Outcomes

Mathematics for the Elementary and Middle Grades (K-8), M.A.

In working to develop a productive mathematical disposition for teaching, students will

- Use evidence from teaching to analyze current practices and work to improve future teaching through the following Mathematical Teaching Practices:
 - Establish mathematics goals to focus learning
 - Implement tasks that promote reasoning and problem solving
 - Use and connect mathematical representations
 - Facilitate meaningful mathematical discourse
 - Pose purposeful questions
 - Build procedural fluency from conceptual understanding
 - Support productive struggle in learning mathematics
 - Elicit and use evidence of student thinking.

- Demonstrate proficiency in mathematics oriented toward deepening mathematical knowledge.
- Incorporate mathematics education research and resources (e.g. curriculum, current and emerging technology, manipulatives) into teaching practices.
- Explore equitable teaching practices from theory through implementation.
- Analyze current assessment practices through the lens of current assessment research.

Music M.A.

Music Major

*Students wishing to take a course for graduate credit in the School of Music, or wishing to pursue a degree program in this department, must consult with the **Graduate Coordinator** prior to registration for any course. Detailed information concerning requirements and procedures will be provided, and specified evidence of previous accomplishments will be reviewed.*

The Graduate Record Examination (General Test) **is not** required for admission to the program.

The M.A. Major in Music involves a course of study comprising a minimum of specialization in an applied area and a maximum of curricular flexibility. (Master of Music majors are listed immediately following the M.A. in Music.)

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. Applicants must audition or interview in their specialization (a video recording would be accepted if the in-person audition would pose undue hardship).

Students who plan to receive the degree Master of Arts (M.A.) must meet the graduate regulations and requirements for the master's program and the specific major requirements.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the School of Music for other application requirements. Graduate Information can be found at grad.uni.edu and application for graduate admission can be found at admissions.uni.edu/application.

Program Requirements

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **thesis** and **non-thesis** options, and requires a **minimum of 30 semester hours**. Students selecting the non-thesis option will write a research paper. **A minimum of 15 hours of 6000-level course work is required for the thesis option, including 6 hours of ____ 6299 Research. A minimum of 12 hours of 6000-level course work is required for the non-thesis option, including 3 hours of ____:6299 Research and 3 hours of 6000-**

level electives [course prefix for 6299 Research: MUSIC, MUS ED, MUS HIST, MUS LIT, MUS TECH, MUS THEO].

The grade B- or above is required for all courses in the Graduate Music Core. Under extenuating circumstances, exceptions to this policy must be approved by the instructor of record, the Graduate Coordinator and the Director of the School of Music. For discussion of credit for applied music under the M.A. degree, see course descriptions Music, Applied. For more information visit www.uni.edu/music.

Graduate Music Core

Music Theory:

MUS THEO 6000	Foundations of Musical Analysis	3
MUS THEO 5200	Topics in Music Theory and Analysis	3

Music History and Musicology:

MUS HIST 6000	Foundations of Musicology	3
MUS HIST 3200/5200	Topics in Music History and Culture	3

Specialization: Applied Music: 4

MUS APPL 5xxx

Research: 3 or 6

(6 hours of ____ 6299 Research for thesis option *)

*(3 hours of ____ 6299 Research for non-thesis option)

Electives: music (all areas except applied music) 8

Other electives as approved by the department 0 or 3

Thesis option - 0 hrs

Non-thesis option - 3 hrs

Total hours 30

* ____:6299 Research [course prefix MUSIC, MUS ED, MUS HIST, MUS LIT, MUS TECH, MUS THEO.]

Learning Outcomes

Music, M.A.

- **Music History.** Students shall demonstrate a functional knowledge of the history of Western music from the 16th to 21st century by defining important terminology, identifying major repertoire works by listening, and writing convincingly about broad topics related to instrumental and vocal music genres.
- **Music Theory:** Students shall demonstrate a functional knowledge of the theoretical basis of Western music, extending knowledge gained in undergraduate music theory studies, in preparation for entrance into any doctoral music program.
- **Critical Thinking.** Students will demonstrate critical thinking through evaluation, analysis, and integration of information in music history and theory (graduate music core) with their area of specialization (applied music, composition, conducting, music history, pedagogy, or music education) as appropriate to their discipline.
- **Specialization.** Students will demonstrate mastery of the foundational principles of music in their area of specialization.

Music Education M.M.

Music Education Major

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the School of Music for other application requirements. Graduate Information can be found at grad.uni.edu and application for graduate admission can be found at admissions.uni.edu/application.

This major is available on the **thesis** and **non-thesis** options, contingent on availability of faculty. Both options require a **minimum of 33 semester hours. A minimum of 15 semester hours of 6000-level course work is required for the thesis option and a minimum of 12 semester hours of 6000-level course work is required for the non-thesis option.**

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

Required

Graduate Music Core:

Music Theory:

MUS THEO 6000	Foundations of Musical Analysis	3
MUS THEO 5200	Topics in Music Theory and Analysis	3

Music History and Musicology:

MUS HIST 6000	Foundations of Musicology	3
MUS HIST 3200/5200	Topics in Music History and Culture	3

Music Education core:

Research in Music Education and Methods:

MUS ED 6210	Research Methodology in Music Education	3

Research:

MUS ED 6299	Research	3 or 6

Thesis option (6 hrs.), contingent on availability of faculty.

Non-thesis option (3 hrs.)

Music Education and Methods:

MUS ED 6300	Foundations of Music Education	3

Music Education topic courses as offered by music/ music education faculty: 6 or 9

MUS ED 6286 Studies in _____

Thesis option (6 hrs.)

Non-thesis option (9 hrs.)

Total hours 30

Note: MUS ED 6286 offerings will vary by semester.

Learning Outcomes

Music Education, M.M.

- **Music History.** Students shall demonstrate a functional knowledge of the history of Western music from the 16th to 21st century by

Graduate Majors and Certificates

defining important terminology, identifying major repertoire works by listening, and writing convincingly about broad topics related to instrumental and vocal music genres.

- **Music Theory:** Students shall demonstrate a functional knowledge of the theoretical basis of Western music, extending knowledge gained in undergraduate music theory studies, in preparation for entrance into any doctoral music program.
- **Critical Thinking.** Students will demonstrate critical thinking through evaluation, analysis, and integration of information in music history and theory (graduate music core) with their area of specialization (applied music, composition, conducting, music history, pedagogy, or music education) as appropriate to their discipline.
- **Specialization.** Students will demonstrate mastery of the foundational principles of music education including teaching and learning styles, trends and philosophies, technology, and research methods.

Policies

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the School of Music for other application requirements. Graduate Information can be found at grad.uni.edu and application for graduate admission can be found at admissions.uni.edu/application.

An applicant for a graduate degree program in the School of Music should possess the baccalaureate degree in music or a demonstrated equivalent. The student should have attained a high degree of proficiency in one or more of the following areas: performance, theory-composition, conducting, music education, or 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, recordings of compositions.

Conducting majors: in-person audition and interview with at least two members of the Graduate Conducting faculty. It is also recommended the applicant have two years of conducting experience beyond the baccalaureate degree. A DVD or digital video file recording may be submitted in lieu of the in-person audition, but may not satisfy the audition requirement. Recordings should be of high quality and show the applicant in rehearsal situations, though performance recordings may also be included. Video recordings should include two or three works of varying styles, and be taken so as to clearly indicate the conductor's facial and other physical gestures.

Jazz Pedagogy: in-person audition and interview.

Music Education majors: in-person or telephone interview with a member of the Graduate Music Education faculty.

Music History majors: scholarly paper.

Performance majors and Piano Performance and Pedagogy majors: in-person audition (a recording would be accepted if the in-person audition would pose undue hardship).

The Graduate Record Examination (General Test) **is not** required for admission to the Master of Music programs.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

A minimum of 15 semester hours of 6000-level course work is required of all majors enrolled for the thesis/recital option. Students completing the thesis option (not a recital and abstract) must have 6-9 semester hours of ____ 6299 Research. A minimum of 12 semester hours of 6000-level course work is required of all majors enrolled for the non-thesis option [course prefix MUSIC, MUS ED, MUS HIST, MUS LIT, MUS TECH, MUS THEO].

The grade B- or above is required for all courses in the Graduate Music Core as well as all core courses in the specific degree plans. Under extenuating circumstances, exceptions to this policy must be approved by the instructor of record, the Graduate Coordinator and the Director of the School of Music. For more information go to www.uni.edu/music.

Students who plan to receive the degree Master of Music (M.M.) must meet the graduate regulations and requirements for the master's program and the specific major requirements.

Music History M.M.
Music History Major

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the School of Music for other application requirements. Graduate Information can be found at grad.uni.edu and application for graduate admission can be found at admissions.uni.edu/application.

This major is offered on the **thesis** option only, and requires a **minimum of 31 semester hours. A minimum of 15 semester hours of 6000-level course work is required, including 3 hours of music electives at the 6000-level.**

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

Required		
Graduate Music core:		
Music Theory:		
MUS THEO 6000	Foundations of Musical Analysis	3
MUS THEO 5200	Topics in Music Theory and Analysis	3
Music History and Musicology:		
MUS HIST 6000	Foundations of Musicology	3
MUS HIST 3200/5200	Topics in Music History and Culture	3
Specialization:		
Music History and Musicology:		12
MUS HIST 6299	Research (research for thesis - 6 hrs.)	
MUS HIST 5xxx (6 hrs.)		

Electives: (maximum of 2 hrs. may be in applied music) 7

Total Hours 31

Learning Outcomes

Music History, M.M.

- **Music History.** Students shall demonstrate a functional knowledge of the history of Western music from the 16th to 21st century by defining important terminology, identifying major repertoire works by listening, and writing convincingly about broad topics related to instrumental and vocal music genres.
- **Music Theory:** Students shall demonstrate a functional knowledge of the theoretical basis of Western music, extending knowledge gained in undergraduate music theory studies, in preparation for entrance into any doctoral music program.
- **Critical Thinking.** Students will demonstrate critical thinking through evaluation, analysis, and integration of information in music history and theory (graduate music core) with their area of specialization (applied music, composition, conducting, music history, pedagogy, or music education) as appropriate to their discipline.
- **Specialization.** Students will demonstrate scholarship and research ability in the area of music history at a level that would qualify the student for entrance into doctoral study in musicology.

Policies

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the School of Music for other application requirements. Graduate Information can be found at grad.uni.edu and application for graduate admission can be found at admissions.uni.edu/application.

An applicant for a graduate degree program in the School of Music should possess the baccalaureate degree in music or a demonstrated equivalent. The student should have attained a high degree of proficiency in one or more of the following areas: performance, theory-composition, conducting, music education, or 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, recordings of compositions.

Conducting majors: in-person audition and interview with at least two members of the Graduate Conducting faculty. It is also recommended the applicant have two years of conducting experience beyond the baccalaureate degree. A DVD or digital video file recording may be submitted in lieu of the in-person audition, but may not satisfy the audition requirement. Recordings should be of high quality and show the applicant in rehearsal situations, though performance recordings may also be included. Video recordings should include two or three works of varying styles, and be taken so as to clearly indicate the conductor's facial and other physical gestures.

Jazz Pedagogy: in-person audition and interview.

Music Education majors: in-person or telephone interview with a member of the Graduate Music Education faculty.

Music History majors: scholarly paper.

Performance majors and Piano Performance and Pedagogy majors: in-person audition (a recording would be accepted if the in-person audition would pose undue hardship).

The Graduate Record Examination (General Test) is **not** required for admission to the Master of Music programs.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

A minimum of 15 semester hours of 6000-level course work is required of all majors enrolled for the thesis/recital option. Students completing the thesis option (not a recital and abstract) must have 6-9 semester hours of ____ 6299 Research. A minimum of 12 semester hours of 6000-level course work is required of all majors enrolled for the non-thesis option [course prefix MUSIC, MUS ED, MUS HIST, MUS LIT, MUS TECH, MUS THEO].

The grade B- or above is required for all courses in the Graduate Music Core as well as all core courses in the specific degree plans. Under extenuating circumstances, exceptions to this policy must be approved by the instructor of record, the Graduate Coordinator and the Director of the School of Music. For more information go to www.uni.edu/music.

Students who plan to receive the degree Master of Music (M.M.) must meet the graduate regulations and requirements for the master's program and the specific major requirements.

Performance M.M.

Performance Major

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the School of Music for other application requirements. Graduate Information can be found at grad.uni.edu and application for graduate admission can be found at admissions.uni.edu/application.

This major is offered on the **thesis/recital** option only, and requires a **minimum of 33-36 semester hours (depending on specialization chosen). A minimum of 15 semester hours of 6000-level course work is required of all majors.**

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

Required

Graduate Music Core:

Music Theory:

MUS THEO 6000	Foundations of Musical Analysis	3
MUS THEO 5200	Topics in Music Theory and Analysis	3

Music History and Musicology:

Graduate Majors and Certificates

MUS HIST 6000	Foundations of Musicology	3
MUS HIST 3200/5200	Topics in Music History and Culture	3
Recital:		
MUS APPL 6880	Graduate Recital	0
Specialization: (choose A or B)		21-24
Total Hours		33-36

Specialization:

A. Wind, Percussion, Keyboard or Strings

Music Ensemble: MUS ENS 5xxx	**	2-4
Applied Music: MUS APPL 6xxx (variable)		10
Performance Literature and Repertory:	*	2-4
MUS LIT 3200/5200 Performance Literature:		

Music electives: primarily in the areas of music theory and music literature		5-7
Total hours		21-23

B. Voice

Music, Organizations and Ensembles:		2
MUS ENS 3190/5190 Opera and Chorus	**	
& MUS ENS 3100/51		
Applied Music:		8
MUS APPL 6490 Voice		
Music Techniques:		8
MUS TECH 3450/54 Vocal Coaching		
MUS TECH 3610/5610 Opera Performance II		
MUS TECH 6230 Advanced Vocal Performance		
Performance Literature and Repertory:		4
MUS LIT 3200/5200 Performance Literature:		

Music Education and Methods:		2
MUS ED 3300/5300 Vocal Pedagogy and Vocology		
Total Hours		24

* Students in the Keyboard specialization are required to take MUS LIT 3200 sections 03 and 04.

**Students in the Voice specialization must take one semester of either Chamber Singers or Concert Chorale (to be determined upon formal audition for the choral conducting staff), and one semester of Opera Performance Ensemble. Students in the Instrumental specialization will choose Jazz Band I, Symphony Orchestra, Symphonic Band, or Wind Symphony, but only 2 hours of Jazz Band I may be counted toward minimum degree requirements. Students in the String specialization are required to complete 4 hours of ensembleMUS ENS 3170/5170 Symphony Orchestra. Chamber Music and/or accompanying may be elected by keyboard specialization.

***Primarily in the areas of music theory, music history, music techniques, and performance; only 2 hours of ensemble credit may count toward this requirement.

Additional requirements:

1. Two consecutive semesters (fall/spring) of residency with fulltime status (minimum of 9 graduate hours per semester);
2. Performance recital of at least sixty (60) minutes in length;
3. Two successful applied jury examinations (grades B or higher);
4. Students are required to enroll in applied music in their performance area during the semester they present their recital.
5. Oral Comprehensive Exam.
6. Voice specialization must:
 - a. Demonstrate diction proficiency (by diagnostic examination) in English, Italian, German, and French. Otherwise one must successfully complete MUS TECH 1300 and/or MUS TECH 1310.
 - b. Have successfully completed one semester of college-level study in two foreign languages prior to entering UNI. Otherwise, one must fulfill this requirement during the residency at UNI. Foreign language requirement may only be completed by taking Italian, German or French.

Learning Outcomes

Performance, M.M.

- **Music History.** Students shall demonstrate a functional knowledge of the history of Western music from the 16th to 21st century by defining important terminology, identifying major repertoire works by listening, and writing convincingly about broad topics related to instrumental and vocal music genres.
- **Music Theory:** Students shall demonstrate a functional knowledge of the theoretical basis of Western music, extending knowledge gained in undergraduate music theory studies, in preparation for entrance into any doctoral music program.
- **Critical Thinking.** Students will demonstrate critical thinking through evaluation, analysis, and integration of information in music history and theory (graduate music core) with their area of specialization (applied music, composition, conducting, music history, pedagogy, or music education) as appropriate to their discipline.
- **Specialization.** Students will demonstrate mastery of technical skills, artistic expression, and knowledge of repertoire necessary for a career as a professional performer and/or doctoral level study in performance.

Policies

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the School of Music for other application requirements. Graduate Information can be found at grad.uni.edu and application for graduate admission can be found at admissions.uni.edu/application.

An applicant for a graduate degree program in the School of Music should possess the baccalaureate degree in music or a demonstrated equivalent. The student should have attained a high degree of proficiency in one or more of the following areas: performance, theory-composition, conducting, music education, or 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, recordings of compositions.

Conducting majors: in-person audition and interview with at least two members of the Graduate Conducting faculty. It is also recommended the applicant have two years of conducting experience beyond the baccalaureate degree. A DVD or digital video file recording may be submitted in lieu of the in-person audition, but may not satisfy the audition requirement. Recordings should be of high quality and show the applicant in rehearsal situations, though performance recordings may also be included. Video recordings should include two or three works of varying styles, and be taken so as to clearly indicate the conductor's facial and other physical gestures.

Jazz Pedagogy: in-person audition and interview.

Music Education majors: in-person or telephone interview with a member of the Graduate Music Education faculty.

Music History majors: scholarly paper.

Performance majors and Piano Performance and Pedagogy majors: in-person audition (a recording would be accepted if the in-person audition would pose undue hardship).

The Graduate Record Examination (General Test) **is not** required for admission to the Master of Music programs.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

A minimum of 15 semester hours of 6000-level course work is required of all majors enrolled for the thesis/recital option. Students completing the thesis option (not a recital and abstract) must have 6-9 semester hours of ____ 6299 Research. A minimum of 12 semester hours of 6000-level course work is required of all majors enrolled for the non-thesis option [course prefix MUSIC, MUS ED, MUS HIST, MUS LIT, MUS TECH, MUS THEO].

The grade B- or above is required for all courses in the Graduate Music Core as well as all core courses in the specific degree plans. Under extenuating circumstances, exceptions to this policy must be approved by the instructor of record, the Graduate Coordinator and the Director of the School of Music. For more information go to www.uni.edu/music.

Students who plan to receive the degree Master of Music (M.M.) must meet the graduate regulations and requirements for the master's program and the specific major requirements.

Piano Performance and Pedagogy M.M.

Piano Performance and Pedagogy Major

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the School of Music for other application requirements. Graduate Information can be found

at grad.uni.edu and application for graduate admission can be found at admissions.uni.edu/application.

This major is offered on the **thesis/full recital** and **non-thesis/half solo recital and pedagogy project** options. Both options require a **minimum of 34 semester hours. A minimum of 15 semester hours of 6000-level course work is required of all majors enrolled for the thesis/full recital option. A minimum of 12 semester hours of 6000-level course work is required of all majors enrolled for the non-thesis/half solo recital and pedagogy project option.**

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

Required

Graduate Music Core:

Music Theory:

MUS THEO 6000	Foundations of Musical Analysis	3
MUS THEO 5200	Topics in Music Theory and Analysis	3

Music History:

MUS HIST 6000	Foundations of Musicology	3
MUS HIST 5200	Topics in Music History and Culture	3

Piano performance:

Applied Music: 6

MUS APPL 6460 Piano

Music Literature: 4

MUS LIT 3200/5200 Performance Literature: _____ (Piano I)

MUS LIT 3200/5200 Performance Literature: _____ (Piano II)

Piano pedagogy:

Music Education and Methods: 10

MUS ED 3480/5480 Piano Pedagogy: Elementary

MUS ED 3495/5495 Music Learning and Motivation

MUS ED 6570 Piano Pedagogy: Intermediate

MUS ED 6580 Piano Pedagogy: Group and Adult

MUS ED 6600 Piano Pedagogy: Internship

Recital:

MUS APPL 6880 Graduate Recital 0

Electives

Select 2 hours from the Recommended List: 2

MUS ENS 3120/5120 Ensemble

MUS APPL 6460 Piano

MUS TECH 3350/5350 Accompanying

MUS ED 6500 Projects in Music Education

MUS ED 6600 Piano Pedagogy: Internship

MUS ED 6285 Readings

MUS THEO 3220/5220 Music and Technology

Graduate Majors and Certificates

MUS ED 6299	Research
Total Hours	34

Additional requirements:

Final project-
Options:

- Full solo recital
- Half solo recital and pedagogy project (workshop or research paper)
- Students are required to enroll in applied music in their performance area during the semester they present their recital.
- Students choosing the half solo recital and pedagogy project must also enroll in 1 credit of research (counting in electives) during the semester they prepare and present their project (workshop or research paper)

Learning Outcomes

Piano Performance and Pedagogy, M.M.

- **Music History.** Students shall demonstrate a functional knowledge of the history of Western music from the 16th to 21st century by defining important terminology, identifying major repertoire works by listening, and writing convincingly about broad topics related to instrumental and vocal music genres.
- **Music Theory:** Students shall demonstrate a functional knowledge of the theoretical basis of Western music, extending knowledge gained in undergraduate music theory studies, in preparation for entrance into any doctoral music program.
- **Critical Thinking.** Students will demonstrate critical thinking through evaluation, analysis, and integration of information in music history and theory (graduate music core) with their area of specialization (applied music, composition, conducting, music history, pedagogy, or music education) as appropriate to their discipline.
- **Specialization.** Students will demonstrate mastery of skills necessary for group and individual lesson teaching - including knowledge of pedagogical materials and approaches, repertoire, and technologies- in preparation for a teaching career at any level (elementary through advanced).

Policies

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the School of Music for other application requirements. Graduate Information can be found at grad.uni.edu and application for graduate admission can be found at admissions.uni.edu/application.

An applicant for a graduate degree program in the School of Music should possess the baccalaureate degree in music or a demonstrated equivalent. The student should have attained a high degree of proficiency in one or more of the following areas: performance, theory-composition, conducting, music education, or 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, recordings of compositions.

Conducting majors: in-person audition and interview with at least two members of the Graduate Conducting faculty. It is also recommended the applicant have two years of conducting experience beyond the baccalaureate degree. A DVD or digital video file recording may be submitted in lieu of the in-person audition, but may not satisfy the audition requirement. Recordings should be of high quality and show the applicant in rehearsal situations, though performance recordings may also be included. Video recordings should include two or three works of varying styles, and be taken so as to clearly indicate the conductor's facial and other physical gestures.

Jazz Pedagogy: in-person audition and interview.

Music Education majors: in-person or telephone interview with a member of the Graduate Music Education faculty.

Music History majors: scholarly paper.

Performance majors and Piano Performance and Pedagogy majors: in-person audition (a recording would be accepted if the in-person audition would pose undue hardship).

The Graduate Record Examination (General Test) **is not** required for admission to the Master of Music programs.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

A minimum of 15 semester hours of 6000-level course work is required of all majors enrolled for the thesis/recital option. Students completing the thesis option (not a recital and abstract) must have 6-9 semester hours of ____ 6299 Research. A minimum of 12 semester hours of 6000-level course work is required of all majors enrolled for the non-thesis option [course prefix MUSIC, MUS ED, MUS HIST, MUS LIT, MUS TECH, MUS THEO].

The grade B- or above is required for all courses in the Graduate Music Core as well as all core courses in the specific degree plans. Under extenuating circumstances, exceptions to this policy must be approved by the instructor of record, the Graduate Coordinator and the Director of the School of Music. For more information go to www.uni.edu/music.

Students who plan to receive the degree Master of Music (M.M.) must meet the graduate regulations and requirements for the master's program and the specific major requirements.

Organizational Management M.A.

Organizational Management Major

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Master of Business Administration (MBA) office for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

The Masters of Arts in Organizational Management (MAOM) is designed to enable students to combine relevant business skills with their specific areas of interest. To earn the MAOM, students must complete two graduate certificates from the Wilson College of Business MBA program and a third (non-MBA) graduate certificate. This structure provides a business foundation through traditional MBA courses while allowing students to customize their curriculum to meet their professional needs through flexibility in the third graduate certificate.

Specifically, the MAOM requires students to complete the following:

- MBA Business Fundamentals certificate
- MBA Managerial Analytics certificate **OR** MBA Strategic Leadership and Innovation certificate **AND**
- An approved non-MBA graduate certificate*

The MBA certificates each contain four required courses but share one common course, for a total of 7 courses (21 credits) between the two MBA certificates. The third certificate must have at least 9 (non-duplicative) credits. There is no required sequencing of the certificates; learners can complete the non-MBA certificate before enrolling in MBA courses.

This program is available on the **non-thesis** option only, with a **minimum of 30 semester hours** required. **A minimum of 12 hours of 6000-level course work is required.** Students must prepare a portfolio of work according to the specifications set by the department.

Students cannot earn both the MAOM and MBA degrees.

* Learners must work with the MAOM program advisor(s) to draft a study plan and to identify or build an approved third graduate certificate.

Required: Complete the MBA Business Fundamentals certificate

ACCT 6030	Accounting for Business Management	3
FIN 6266	Financial Management and Markets	3
MGMT 6250	Business Strategy	3
MGMT 6272	Research and Analysis for Management Decisions	3

Select one of the following two options: 9

Option 1: Complete the remaining requirements for the MBA Managerial Analytics certificate

MGMT 6252	Information Systems & Data Visualization	
MGMT 6254	Business Intelligence	
MGMT 6262	Cross-Functional Operations	

Option 2: Complete the remaining requirements for the MBA Strategic Leadership and Innovation certificate

MGMT 6260	Leading People, Driving Success: Leadership and HR Management	
MGMT 6266	Innovative Thinking & Creative Problem Solving	
MKTG 6170	Marketing Management	
Required:		9
9 semester hours from an approved graduate certificate		
Total Hours		30

Learning Outcomes

Organizational Management, M.A.

- **Learning Objective 1: Professional Knowledge and Skills**
Graduates will demonstrate knowledge of current business practice and management techniques necessary to be effective in managing and leading the day-to-day operations of the organization, as well as scanning the business environment and strategically planning for the future.
- **Learning Objective 2: Critical Thinking Skills** Graduates will demonstrate the critical thinking skills to address complex business issues, gather information, identify and evaluate a range of options, and make ethical, thoughtful choices among the alternatives.
- **Learning Objective 3: Problem Solving Skills** Graduates will demonstrate the ability to use appropriate quantitative and qualitative tools and concepts throughout the problem-solving process showing an appreciation for the interrelationships among the various business functions.
- **Learning Objective 4: Teamwork Skills** Graduates will demonstrate the ability to effectively participate as a team member, facilitate group processes, and manage team projects.
- **Learning Objective 5: Communication Skills** Graduates will demonstrate the professional communication skills necessary for effective management.

Philanthropy and Nonprofit Development M.A.

Philanthropy and Nonprofit Development Major

The M.A. program in Philanthropy and Nonprofit Development is designed for individuals who have experience in the philanthropy and/or nonprofit areas. The degree will be offered through the Division of Continuing Education with extensive use of distance education technologies. The program is designed to offer professionals the opportunity to continue their study, advancing their knowledge while earning graduate credit in course work targeted toward the following objectives:

1. to develop and enhance professionals' skills and knowledge in the fundraising and nonprofit sectors;
2. to further students' understanding of ethical policy and legal issues as they relate to philanthropy and nonprofit development;
3. to advance students' knowledge of scholarly research, theories and models in the area of nonprofit organizational development, donor

Graduate Majors and Certificates

relations, grant writing, corporate/foundation relations, advocacy, public funding, and evaluation/accountability; and

4. to enhance students' mastery of skills in the aforementioned areas.

Students interested in this program must submit a completed Application for Admission to Graduate Study, which includes transcripts of undergraduate and graduate credits, and have three letters of recommendation sent to the Office of Admissions. Interested students should refer to their MyUNiverse Student Center To-Do list or contact the program director for any other application requirements. It is expected that students will have experience in the field prior to admission. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **non-thesis** option only. A **minimum of 31 semester hours** of graduate course work is required. A **minimum of 21 hours of 6000-level course work, including 3 hours of HRCS 6299 is required.** The 31 hours are prescribed below.

Required

Communication and Media:		
COMM PR 4855/5855	Public Relations Campaign Methods	3
Management:		
MGMT 6260	Leading People, Driving Success: Leadership and HR Management	3
Public Policy:		
PUBPOL 6220	Public Policy, Advocacy and Public Funding	2
Recreation, Tourism and Nonprofit Leadership:		
RTNL 6203	Philanthropy and Nonprofit Development: An Overview	3
RTNL 6285	Readings	2
HRCS 6299	Research	3
RTNL 6406	Fundraising and Grant Seeking for Nonprofit Agencies	3
RTNL 6408	Financial Decision Making for Youth/Human Service Agencies	3
RTNL 6410	Evaluation, Research and Accountability	3
RTNL 6419	Psychology, Law, and Philanthropy	2
RTNL 6420	Critical Thinking in Philanthropic and Nonprofit Issues	2
RTNL 6422	Applied Research Methods	2
Total Hours		31

Learning Outcomes

Philanthropy and Nonprofit Development, M.A.

Students can effectively communicate philanthropy and nonprofit specific knowledge through written communication.

- **SLO 1.** Demonstrates a thorough understanding of context, audience, and purpose of communication in philanthropy and nonprofit development.
- **SLO 2.** Uses appropriate, relevant, and compelling philanthropy and nonprofit related content.
- **SLO 3.** Demonstrates attention to, and successful execution of organization, presentation of relevant content, formatting, and stylistic choice.
- **SLO 4.** Demonstrates skillful and mastery use of high-quality, credible, relevant sources.
- **SLO 5.** Uses discipline related and highly relevant language that skillfully communicates meaning to readers with clarity and fluency, and is error-free.

Students will be able to systematically process a nonprofit and philanthropic issue and analyze evidence.

- **SLO 1.** Synthesizes in- depth information from relevant sources representing various points of view/approaches.
- **SLO 2.** Skillfully develop the methodology or theoretical framework.
- **SLO 3.** Organize and synthesize evidence to reveal insightful patterns, differences, or similarities related to the topic.
- **SLO 4.** State a conclusion that is based on a logical extrapolation from the inquiry findings.
- **SLO 5.** Insightfully discuss in details relevant and supported limitations and implications.

Postsecondary Education: Student Affairs M.A.

Postsecondary Education: Student Affairs Major

This major is designed to prepare an individual for a career in the administration of student affairs programs in college and university settings.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Learning, Leadership, and Community for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>. (Also <https://online.uni.edu/online-programs/graduate-programs/postsecondary-education-student-affairs-ma>).

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **thesis** and **non-thesis** options.

The **thesis** option requires a **minimum of 42 semester hours**, and the **non-thesis** option requires a **minimum of 36 semester hours**. A **minimum of twelve (12) hours of 6000-level course work is required for the thesis option. A minimum of twelve (12) hours of 6000-level course work is required for the non-thesis option.**

Students will be required to complete and present a portfolio for the exit requirement.

POSTSEC 6220	Leading and Advising	3
POSTSEC 6265	Organizational and Personal Foundations for Student Affairs	3
POSTSEC 6264	Values, Philosophies and History of Student Affairs	3
POSTSEC 6268	Supporting College Students in Higher Education	3
POSTSEC 6270	College Student Development	3
POSTSEC 6274	Higher Education Law	3
POSTSEC 6273	Research and Assessment	3
POSTSEC 6275	Professional Helping in College Student Affairs	3
POSTSEC 6289	Seminar in Postsecondary Education: Current Issues in Student Affairs	3
Electives may include, but are not limited to, the following:		9
POSTSEC 6250	Teaching in College	
POSTSEC 6256	The Two-Year College	
POSTSEC 6262	Globalization of Education: Components, Issues, and Comparative Systems	
POSTSEC 6291	Internship in Postsecondary Education (This course may be repeated for maximum of 12 hrs.)	
POSTSEC 6299	Research	
POSTSEC 7372	College Effects on Students	
EDPSYCH 6214	Foundations of Instructional Psychology	
EDPSYCH 6215	Advances in Educational Psychology: The Science of Learning	
COUN 6256	Multicultural Counseling	
MGMT 6260	Leading People, Driving Success: Leadership and HR Management	
PSYCH 6205	Advances and Developments in Social Psychology	
SW 6236	Diversity & Human Rights	

Total hours for non-thesis option (may include 3 hrs. of POSTSEC 6299 as an elective choice) 36

Thesis Option add

POSTSEC 6299	Research	6
Total Hours thesis option		42

* **Note:** Upon advisement, some students may substitute course work for internship. A license to teach is not required for this major.

Learning Outcomes

Postsecondary Education: Student Affairs, M.A.

- Students will demonstrate strong written communication skills on a research project that will involve creation of a topic, review of previous literature, determination of method, and completion of the project.
- Students will demonstrate oral communication abilities as evidenced during the presentation of their oral portfolios at the end of the program.
- According to the ten competencies designated by ACPA/NASPA as important for the field of student affairs, students will be able to identify and select appropriate artifacts that demonstrate knowledge in each competency area through the organization and completion of their learning portfolio (completed through the use of a Google Drive). Additionally, students will demonstrate growth in each of the ten competency areas over the program as evidenced by their self-reflections. The ten competency areas are:

1. Personal and Ethical Foundations
2. Values, Philosophy, and History
3. Assessment, Evaluation, and Research
4. Law, Policy, and Governance
5. Organizational and Human Resources
6. Leadership
7. Social Justice and Inclusion
8. Student Learning and Development
9. Technology
10. Advising and Supporting

Principalship M.A.E.

Principalship Major

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Learning, Leadership, and Community for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>. (Also <http://www.uni.edu/coe/departments/educational-leadership-postsecondary-education>).

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

Graduate Majors and Certificates

This major is available on the **thesis** and **non-thesis** options.

A **minimum of 41 semester hours** is required on the thesis option; a **minimum of 35 hours** is required on the non-thesis option. **A minimum of 32 hours of 6000-level course work, including 6 hours of EDLEAD 6299, is required for the thesis option. A minimum of 32 hours of 6000-level course work is required for the non-thesis option.**

Successful completion of a final oral comprehensive examination is required for the thesis option. The student must complete the usual degree and licensure/endorsement requirements and must complete a minimum of one year of successful teaching appropriate to the major prior to graduation. For endorsement the student must have three years of teaching experience at either the elementary or secondary level. This program is offered to cohort groups of 20-25 students on and off campus through the Web, and in face-to-face instructional sessions. New cohort groups start each year at the beginning of the fall semester.

Required program courses

Special Education:

SPIE 6260	Special Education Law and Policy	3

Measurement and Research:

MEASRES 6205	Educational Research	3

Additional educational leadership courses

Educational Leadership:

EDLEAD 6248	Leading Instruction in Schools	3
EDLEAD 6206	Orientation to Educational Leadership Standards	2
EDLEAD 6232	School Governance, Law and Intersystems Relations	3
EDLEAD 6245	Leadership for Effective Schools	2
EDLEAD 6247	School Management for Student Learning	3
EDLEAD 6249	Leading Learning, Teaching, and Curriculum	3
EDLEAD 6282	Leading School Growth and Improvement	2
EDLEAD 6284	Evaluator Approval for Improved Student Learning	3
EDLEAD 6289	Seminar in Educational Leadership	2
EDLEAD 6225 or EDLEAD 6235	Activities Administration Community Connections	2
EDLEAD 6291	Internship	3
EDLEAD 6292	Capstone to Educational Leadership	1
Total hours non-thesis option		35

Thesis Option add

EDLEAD 6299	Research	6
Total Hours thesis option		41

Learning Outcomes

Principalship, M.A.E.

- Students will demonstrate in writing a thoughtful understanding, application and analysis of specific Iowa Standards for School Leaders - shared vision, culture of learning, management, family & community, ethics, and societal context
- Students will orally present a thoughtful understanding, application and analysis of specific Iowa Standards for School Leaders - shared vision, culture of learning, management, family & community, ethics, and societal context.
- Students will compile a portfolio of evidence demonstrating a thoughtful understanding, application and analysis of specific Iowa Standards for School Leaders - shared vision, culture of learning, management, family & community, ethics, and societal context.

Psychology M.A.

Psychology Major

Applications are not being accepted for the MA Psychology major at this time.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the Department of Psychology for any other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

In addition to meeting general university admission requirements, applicants are also required to submit the following for consideration:

1. a departmental application form;
2. resume or CV
3. personal statement
4. three letters of recommendation, preferably from undergraduate psychology instructors; and

The application deadline for fullest consideration for financial aid is February 1. Offers of admission will begin in February and continue on a rolling basis until all positions in the program are filled or until early May. Applications completed by April 30 will be reviewed and given consideration, but early application is strongly encouraged.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **thesis** option only for the Social Psychology track; the Clinical Science track offers a **non-thesis and a thesis** option. The major requires a **minimum of 42-43 semester hours, depending on the emphasis chosen. A minimum of 15 semester hours of 6000-level course work is required.**

The M.A. program in psychology consists of two traditional emphases:

1. clinical science, for students wishing to pursue doctoral-level study in clinical, counseling, or school psychology or careers as master's research coordinators or providers of psychological services in agencies or institutions;

2. social psychology, for students wishing to pursue doctoral study in social and related areas of psychology or careers as master's level data analysts or community college instructors.

The program maintains a strong empirical, research-based orientation and seeks to: a) provide students with opportunities to develop skills in research methodology; b) gain advanced knowledge of major areas of scientific psychology; and c) obtain basic competence in skills relevant to these areas. All students are required to complete a thesis for successful completion of this program. It is expected that students in the two-year program will, except under extraordinary circumstances, have a thesis proposal approved by their advisor by the beginning of their second year of study. The program is set up so it should be completed in two full academic years and two summers. Students are strongly encouraged to finish within this time frame.

Required for all students

Psychology:		
STAT 4772/5772	Statistical Computing I	3
PSYCH 6002	Research Design	3
Readings:		
PSYCH 6285	Readings in Psychology	2
Thesis Research:		
PSYCH 6299	Research	3
Emphasis requirements (as listed below)		31-32
Total Hours		42-43

Clinical Science Emphasis

Requirements for all students (listed above): 11

Required for emphasis: (32)

Psychology:		
PSYCH 6401	Cognitive Assessment	4
PSYCH 6405	Personality Assessment	4
PSYCH 6406	Adult Psychopathology and Diagnosis	3
PSYCH 6410	Child Psychopathology and Diagnosis	3
Thesis or Internship (3 hours):		3
PSYCH 6419	Internship	
PSYCH 6299	Research	
Clinical Practicum:		
PSYCH 6425	Practicum Team (Repeated every semester for 3 hours)	12

Electives in Psychology 3

(determined in consultation with the Graduate Coordinator)

The following courses are pre-approved as electives in this program:

PSYCH 3102/5102	Drugs and Individual Behavior
PSYCH 3104/5104	Introduction to Neurology
PSYCH 3204/5204	Psychology of Aging
PSYCH 3303/5303	Health Psychology
PSYCH 3502/5502	Motivation and Emotion
PSYCH 3505/5505	Cognitive Psychology
PSYCH 3606/5606	Special Topics in Social Psychology

PSYCH 4604/5604	Principles of Psychometrics
PSYCH 4607/5607	Psychological Anthropology
PSYCH 4608/5608	Gender in Cross-Cultural Perspective
PSYCH 6003	Graduate Practicum in Teaching Psychology
PSYCH 6006	Research in Psychology
PSYCH 6203	Personality
PSYCH 6204	Advanced Social Psychology
PSYCH 6205	Advances and Developments in Social Psychology
PSYCH 6285	Readings in Psychology
PSYCH 6289	Seminar

3 hours total from:

PSYCH 4704/5704	Practicum in Teaching Psychology
or PSYCH 4705/5705	Research Experience in Psychology

Total Hours 43

Social Psychology Emphasis

Required for all students (listed above): 11

Required for emphasis: (31)

PSYCH 4604/5604	Principles of Psychometrics	3
PSYCH 3606/5606	Special Topics in Social Psychology	3
PSYCH 6203	Personality	3
PSYCH 6204	Advanced Social Psychology	3
PSYCH 6206	Field Methods in Social Psychology	3
PSYCH 6006	Research in Psychology	6
PSYCH 6205	Advances and Developments in Social Psychology (1 hr. each of 4 semesters for a total of 4 hrs)	4
PSYCH 6299	Research	3

Electives in Psychology 3

(determined in consultation with the Graduate Coordinator)

The following courses are pre-approved as electives in this program:

PSYCH 3102/5102	Drugs and Individual Behavior
PSYCH 3104/5104	Introduction to Neurology
PSYCH 3204/5204	Psychology of Aging
PSYCH 3303/5303	Health Psychology
PSYCH 3502/5502	Motivation and Emotion
PSYCH 3505/5505	Cognitive Psychology
PSYCH 4607/5607	Psychological Anthropology
PSYCH 4608/5608	Gender in Cross-Cultural Perspective
PSYCH 6003	Graduate Practicum in Teaching Psychology
PSYCH 6285	Readings in Psychology
PSYCH 6289	Seminar
PSYCH 6401	Cognitive Assessment

Graduate Majors and Certificates

PSYCH 6406	Adult Psychopathology and Diagnosis
PSYCH 6410	Child Psychopathology and Diagnosis
3 hours total from:	
PSYCH 4704/5704	Practicum in Teaching Psychology
or PSYCH 4705/5705	Research Experience in Psychology
Total Hours	42

Learning Outcomes

Psychology, M.A.

- **1a.** Students should demonstrate knowledge of how to design and conduct an empirical study to examine a hypothesis or research question.
- **1b.** Students should demonstrate knowledge of when to conduct different basic statistical tests, how to conduct those tests using statistical software, and how to interpret the output of those tests.
- **1c.** Students should be able to identify, understand, analyze, synthesize, and evaluate research on psychological topics.
- **2a.** Students should demonstrate good written communication skills.
- **2b.** Students should demonstrate good oral communication skills.
- **3a.** Students should demonstrate and apply an understanding of the principles of responsible conduct of research.
- **3b.** Students should demonstrate and apply an understanding of appropriate behavior according to the American Psychological Association ethical principles for applied settings.
- **4a.** Students should be able to apply learned material to the practice setting.
- **4b.** Students should demonstrate an ability to work with clinical populations, co-workers, and supervisors effectively and professionally.

Public Policy M.P.P. Master of Public Policy

The mission of the University of Northern Iowa's Master of Public Policy (MPP) program is to enhance the public service values of emerging and mid-career public service professionals and equip them with the knowledge and skills needed to analyze, develop, and evaluate public policy and affairs at all levels of government.

The MPP program is an online professional interdisciplinary degree program providing specialized and advanced training for students wishing to assume roles as policy analysts, principally in the governmental and nonprofit sectors of society. Courses in this program are offered using a combination of Zoom, an interactive video conferencing system, on Tuesday evenings and online via eLearning, a Blackboard learning management system. Courses meeting in the fall and spring semesters are taught in eight-week modules and summer courses will be four weeks in length. The program is designed to be completed in two years (eight semesters and two summers).

Students interested in this program submit a completed Application for Admission to Graduate Study. Complete undergraduate transcripts are

required for admission review, as are a personal statement, a resume, and two letters of recommendation. The Graduate Record Examination (General Test) **is not** required for admission to the program. Admission to the MPP program is competitive. For more information about the program, visit <https://online.uni.edu/online-programs/graduate-programs/master-public-policy-mpp> or email the Program Coordinator, Professor Chris Larimer at christopher.larimer@uni.edu.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

The M.P.P. is available on the **non-thesis** option only, and requires **36 semester hours. A minimum of 13 hours of 6000-level course work is required.** As part of PUBPOL 6280, students will work in teams to complete a capstone project for a designated organization.

Required

Public Policy:		
PUBPOL 6260	Policy Analysis: Methods and Approaches	3
PUBPOL 6204	Program Evaluation in Public Policy	3
PUBPOL 6275	Quantitative Methods for Politics and Policy	3
PUBPOL 6230	Ethics in Public Policy	3
PUBPOL 6276	Data Collection, Reporting, and Analysis	3
PUBPOL 6280	Capstone: Policy Practicum	3
Economics:		
POLSCI 5171	Public Budgeting and Financial Management	3
or ECON 3221/5221	Public Finance	
Political Science:		
POLSCI 5154	Public Service Leadership and Management	3
POLSCI 4176/5176	Topics in Public Policy (enroll 3 times)	9
Internship:		
PUBPOL 6281	Internship in Public Policy	3
Total Hours		36

Topics in Public Policy explores the latest developments in the field of public policy research. Ongoing policy issues may be used as examples to illustrate theoretical developments or to introduce applications of course material. Must be repeated three times under different topics.

Learning Outcomes

Master of Public Policy

To lead and manage in the public interest

- 1.1 Demonstrate ethical leadership and professional behavior in public service settings
- 1.2 Apply ethical reasoning in evaluation of policy

To participate in, and contribute to, the public policy process

- 2.1 Describe and synthesize public policy concepts and use them to analyze real policy problems
- 2.2 Use tools, methods of policy analysis to analyze policy problems

To analyze, synthesize, think critically, solve problems, and make evidence-based informed decisions in a complex and dynamic environment

- 3.1 Design quantitative and qualitative research projects, as appropriate to policy problems, that analyze data and draw conclusions

To articulate, apply, and advance a public service perspective

- 4.1 Critically reflect upon the importance of competence, transparency, and accountability as integral to responsible stewardship of the public trust

To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large

- 5.1 Proficiency in oral communication across a variety of public and professional settings
- 5.2 Proficiency in written communication across a variety of public and professional settings

Recreation Administration M.A.

Recreation Administration Major

The Master of Arts degree in Recreation Administration prepares students for leadership roles in various settings, including the public sector, academia, nonprofit organizations, and the corporate sector. Upon program completion, graduates will possess the skills necessary for delivering recreation programs effectively and efficiently. The curriculum promotes professional growth through a blend of philosophy, content knowledge, applied skills, and research, while allowing students to shape their learning paths and create individualized programs of study. Students can tailor their coursework to support career goals in areas such as campus recreation, nonprofit leadership, community recreation, tourism, youth work, outdoor resource management, and outdoor education and leadership. The program encourages students to pursue studies that are directly applicable to their professional practice.

To apply, students must submit a completed Application for Admission to Graduate Study. They should refer to their MyUNiverse Student Center To-Do list or contact the Department of Learning, Leadership, and Community for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (GRE) General Test is not required for admission to the program.

Only courses numbered 5000 or higher will apply to a graduate degree, even if the lower-level (4999 or below) equivalents are listed. No exceptions will be made. Additional hours may be

necessary if, upon entering the graduate program, the student needs background courses.

This major offers two completion options: thesis or non-thesis. A minimum of 30 semester hours is required, including at least 12 hours at the 6000-level (not counting RTNL 6299 or HRCS 6299). The **thesis option** requires 6 hours of HRCS 6299 or RTNL 6299 or RTNL 6290. The **non-thesis option** requires a research paper for 3 hours of RTNL 6299 or HRCS 6299.

Required:

RTNL 6200	Historical and Philosophical Foundations of Recreation, Tourism and Nonprofit Leadership	3

RTNL 6290	Research and Program Evaluation in Recreation Administration	3

RTNL 6412	Management and Ethics in Recreation Administration	3

Select one of the following: 3

RTNL 6201	Social Policy and Issues in Recreation, Tourism and Nonprofit Leadership	

RTNL 6202	Social Psychology of Leisure	

Research/Internship: 3-6

HRCS 6299	Research	

or RTNL 6299 Research

Thesis option (6 hrs.)

Non-thesis option (3 hrs.)

Or

RTNL 6295	Internship	

Thesis option (6 hrs.)

Electives: Choose 15 credit hours if pursuing the non-thesis option, or 12 credit hours if completing a thesis option 12-15

COMM 4134/5134	Organizational Cultures and Communication	

KINES 6222	Sport Psychology	

RTNL 6203	Philanthropy and Nonprofit Development: An Overview	

RTNL 6402	Strategic Program Management	

RTNL 6404	Marketing the Youth/Human Service Agency	

RTNL 6408	Financial Decision Making for Youth/Human Service Agencies	

RTNL 6414	Models for Intervention With Youth	

RTNL 6416	Youth Development in Nonprofit Organizations	

RTNL 6418	Personnel Management and Supervision in Youth/Human Services	

RTNL 6285	Readings	

Graduate Majors and Certificates

Total hours thesis option	30
Total hours non-thesis option	30

Learning Outcomes

Recreation Administration, M.A.

- Students will demonstrate the skills necessary to effectively and efficiently deliver recreation, tourism and nonprofit leadership programs (Program Content).
- Students will demonstrate the ability to design methodologically sound research studies, including the collection and analysis of existing literature and data collection and analysis (Program Content).
- Students will demonstrate the ability to integrate theory, research, and curricular content to make appropriate recommendations for action (Program Content and Critical Thinking).
- Students will demonstrate the ability to communicate effectively in writing (Communication).
- Students will demonstrate the ability to communicate effectively orally (Communication).

Secondary Education M.A.T. Secondary Education Major

The Master of Arts in Teaching is a 31-35 credit hour graduate program offered to Bachelor's degree or higher graduates who desire to enter the field of education and become teachers. The program features graduate coursework in methods, educator essentials, and professional experiences from the core UNI Teacher Education program.

This program leads to secondary licensure requirements for the Iowa Board of Educational Examiners. Beyond the requirements listed below, students may be required to take additional coursework in their specified content area, dependent on their BA coursework and content licensure requirements. Individual program areas may require program-specific methods courses linked to internships. Contact the graduate coordinator in your program area.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIVERSE Student Center To-Do list or contact the Department of Curriculum & Instruction for any other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination **is not** required for admission to the program.

Only graduate courses (course number 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **non-thesis** option. **A minimum of 31 semester hours** is required with a **minimum of 12 hours of 6000-level course work**.

Students are required to complete student teaching successfully as the culminating project program experience.

Educator Essentials:

EE1. The Learner: Choose one of the following: 3

EDPSYCH 6214 Foundations of Instructional Psychology

EDPSYCH 6216 Advances in Educational Psychology: The Psychology of Literacy

EE2. Social Contexts: Choose one of the following: 3

EDPSYCH 5140 Social Psychology in Educational Contexts

EDPSYCH 5176 Learning and Behavioral Problems in Education

EDPSYCH 5232 Risk and Resilience: Child, Family, School and Community Factors

EE3. Education for All: 3

SPIE 5140 The Interdisciplinary and Intersectional Study of Education for All

Professional Experiences: EE4 Classroom Environment & EE 5 Effective Pedagogy

4-6 credit hours from the following: 4-6

EDUC 5300 Teaching Methods I: (Topic) (2-3)

EDUC 3500/5500 Teaching Methods II: (Topic) (2-3)

4-6 credit hours from the following: 4-6

EDUC 5400 Teaching Internship I: (Topic) (2-3)

EDUC 3600/5600 Teaching Internship II: (Topic) (2-3)

EE6. Professional Educator

EDUC 6130 Student Teaching Seminar 4

Student Teaching:

EDUC 6250 Advanced Internship in Teaching 10

Total Hours 31-35

Learning Outcomes

Secondary Education, M.A.T.

- Use knowledge of adolescent development in content development and experiences with secondary students.
- Demonstrate knowledge, use, and evaluation of high-leverage pedagogical practices appropriate to teaching and learning at the secondary level. (UNI SLO - Content Knowledge and Skills)
- Engage in and reflect on instructional experiences in teaching secondary students, focusing on continuous improvement of teaching skills and increasing student success. (UNI-SLO - Critical Thinking)
- Communicate professionally with students, colleagues, administrators, and community stakeholders. (UNI SLO - Communication)

School Library Studies M.A.

School Library Studies Major

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Literacy, Early Childhood and Special Education for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **non-thesis** option only. A **minimum of 30 semester hours** is required for the **non-thesis** option. A **minimum of 12 hours of 6000-level course work is required for the non-thesis option.**

The **non-thesis** option requires completion of the departmental graduate research requirement.

The program is open to students who hold or have completed coursework for teaching licensure. Students completing this major are eligible for endorsement #174 K-12 School Teacher Librarian endorsement if they hold or are eligible to hold a teaching license.

Required:

School Library Studies:		
SLS 4114/5114	Ethics and Foundations of School Librarianship	3
SLS 4115/5115	Organization of Information	3
SLS 4132/5132	Library Resources for Children	3
SLS 4134/5134	Library Resources for Young Adults	3
SLS 6223	School Library Curriculum	3
SLS 6225	Leadership in the School Library Program	3
SLS 6230	Technologies for Libraries	3
SLS 6290	Practicum in Elementary School Libraries	3
SLS 6291	Practicum in Secondary School Libraries	3
SLS 6295	Research in Library and Information Science	3
Total Hours		30

Licensure Preparation for Endorsement 108 K-8 School Teacher Librarian

Completion of the following courses leads to endorsement 108 K-8 School Teacher Librarian. The program is open to students who hold or have completed coursework for teaching licensure. Students completing the following set of courses are eligible for the K-8 School Teacher Librarian endorsement if they hold or are eligible to hold a teaching license. In order to be recommended through UNI, all courses must be on your UNI transcript.

Required:

School Library Studies:		
SLS 4114/5114	Ethics and Foundations of School Librarianship	3
SLS 4115/5115	Organization of Information	3
SLS 4132/5132	Library Resources for Children	3
SLS 6223	School Library Curriculum	3
SLS 6225	Leadership in the School Library Program	3
SLS 6230	Technologies for Libraries	3
SLS 6290	Practicum in Elementary School Libraries	3
SLS 6295	Research in Library and Information Science	3
Total Hours		24

Licensure Preparation for Endorsement 109 5-12 School Teacher Librarian

Completion of the following courses leads to endorsement 109 5-12 School Teacher Librarian. The program is open to students who hold or have completed coursework for teaching licensure. Students completing the following set of courses are eligible for the 5-12 School Teacher Librarian endorsement if they hold or are eligible to hold a teaching license. In order to be recommended through UNI, all courses must be on your UNI transcript.

Required:

School Library Studies:		
SLS 4114/5114	Ethics and Foundations of School Librarianship	3
SLS 4115/5115	Organization of Information	3
SLS 4134/5134	Library Resources for Young Adults	3
SLS 6223	School Library Curriculum	3
SLS 6225	Leadership in the School Library Program	3
SLS 6230	Technologies for Libraries	3
SLS 6291	Practicum in Secondary School Libraries	3
SLS 6295	Research in Library and Information Science	3
Total Hours		24

Learning Outcomes

School Library Studies, M.A.

- Teach multiple strategies for locating, evaluating, and ethically using information in the context of inquiry-based learning in elementary and secondary environments. (UNI SLO - Communication)
- Develop and curate thematically and conceptually focused reading collections and informational materials, both print and digital, to support the diverse developmental, cultural, social, and linguistic needs of all learners and communities. (UNI SLO - Content knowledge and skills)
- Implement and evaluate effective teaching and learning principles that contribute to active, inquiry-based digital learning in the

Graduate Majors and Certificates

elementary and/or secondary school library. (UNI SLO - Critical Thinking)

- Identify and advocate recommended solutions to professional problems embedded in practice, requiring guidance, leadership, and advocacy for strong school library programs, resources, and services among community stakeholders.

Science Education M.A. Science Education Major

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Science Education Graduate Coordinator. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

This major requires as a prerequisite a bachelor's degree (teaching degree preferred) with a major or minor/emphasis in Science or in a specific science discipline. Teacher licensure is a prerequisite for completing the program approval process for this major.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **thesis** and **non-thesis** options. A **minimum of 30 semester hours**, including 6 hours of SCI ED 6299 for thesis research and writing, **and presentation**, is required for the **thesis** option; a **minimum of 30 semester hours**, including completion and presentation of an MA project paper, is required for the **non-thesis** option. **A minimum of 17 hours of 6000-level course work is required for the thesis option. A minimum of 14 hours of 6000-level course work is required for the non-thesis option.**

Required

Measurement and Research:		
SCI ED 6500	Research Methods in Science Education	4
Science and Science Education:		
SCI ED 6600	Contemporary Science Curricula	3
SCI ED 6700	The History, Philosophy, and Nature of Science	3
SCI ED 6800	Teaching-Learning Models in Science Education	3
SCI ED 6900	Trends and Issues in Science Education	3
Thesis or non-thesis option research and electives		14
Total hours thesis or non-thesis option		30

Thesis Option

Research:		
SCI ED 6299	Research	6
Science content courses		6

Electives from education or science education	2
Total Hours	14

Non-Thesis Option

Research:		
SCI ED 6299	Research	3
Science content courses		6
Electives from education or science education		5
Total Hours	14	

Inquiries for additional information concerning this major, including assignment of an advisor and advisory committee, should be made to the Science Education Graduate Program Coordinator.

Learning Outcomes

Science Education, M.A.

Goal 1: Educate practicing science teachers in science education theories, philosophies of science, educational research methods, and curriculum development in science education to influence change in teaching practice.

Outcomes:

- **1.1** – Students will analyze how a selected historical philosophical framework has changed to a philosophical framework that guides their science teaching practices, the form of scientific method they use and their working definition of science. These are measured by Rubric Score on Final Paper assignment in SCI ED 6700.
- **1.2** – Students will identify a science teaching technique informed by behaviorism, a separate science teaching technique informed by constructivism, provide examples of the use of these techniques, and demonstrate how the major ideas of behaviorist and constructivist models of teaching and learning inform these approaches. These are measured by rubric scores on the Observation and Planning Assignment options in SCI ED 6800.
- **1.3** – Students will synthesize the existing literature to develop and propose one or more research questions in science education and design a study that will answer the stated research question(s). These are measured by completion and rubric evaluation of final paper/project proposal in SCI ED 6500.
- **1.4** – Students will explain the inside and outside influences acting in curriculum development, subject matter, pedagogy & learning, and assessment/evaluation during the past 100 years and the resulting science education framework. These are measured by Rubric Scores on course-long project in SCI ED 6900.
- **1.5** – Students will be able to apply the Next Generation Science Standards (NGSS) in teaching with phenomena, using Storylines to map three-dimensional, student-centered learning, and the translation of NGSS Performance Expectations into learning performances and performance assessment tasks. These are measured by combined rubric scores for the Developing a Storyline project in SCI ED 6600.

Goal 2: Make and communicate a scholarly contribution to science education, demonstrating their ability to reflect on the impact of this contribution and its connection to significant knowledge acquired in the master's program and relevant science education research.

Outcomes:

- **2.1** – Students will design, conduct/produce, and analyze a scholarly endeavor in science education.
- **2.2** – Students will discuss results of their scholarly endeavor in the context of existing science education literature and to reflect on the potential impact of these results on the science teaching practitioner and/or science education professional community. Both Goal 2 outcomes measured by: Completion, presentation and acceptance (via an average score of 3) on the Cumulative Scholarly Work rubric of the thesis or non-thesis paper.

Social Science M.A.

Social Science Major

The M.A. program in social science is designed for individuals who have current teacher licensure and wish to enhance their content and curriculum knowledge in social sciences.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Graduate Coordinator of Social Studies, College of Social and Behavioral Sciences, for any other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **non-thesis** option only and requires a **minimum of 30 semester hours** which includes a 3-hour teaching seminar and a 3-hour research paper and project conducted in the final semester. **A minimum of 12 semester hours of 6000-level course work is required.** Students will also take graduate level classes from the following content areas: American Government, American History, Economics, Geography, Psychology, Sociology, and World History. Students may not exceed 12 hours from any one content area.

Required

Social Studies Seminar from the College of Social and Behavioral Sciences, selected in consultation with Graduate Coordinator:

SOC SCI 6289 Seminar	3

Research from the College of Social and Behavioral Sciences, selected in consultation with Graduate Coordinator:

SOC SCI 6299	Research	3

Electives (may not exceed 12 hours from any one content area)	24

Total Hours	30

Learning Outcomes

Social Science, M.A.

1. Program Content Knowledge

- **Outcome:** The student will be able to retain, integrate and synthesize her or his substantive knowledge in a focus area of the social sciences.

2. Communication

- **Outcome:** Students will be able to express himself or herself clearly and effectively in writing.

3. Critical Thinking

- **Outcome:** Students will be able to analyze discipline-appropriate evidence and critically evaluate it to support claims or reach relevant conclusions.

Social Work M.S.W.

Social Work Major

The Master of Social Work program is accredited by the Council on Social Work Education.

The Master's Degree in Social Work (M.S.W.) is available only on the **non-thesis** option. The M.S.W. program is designed to prepare students for advanced social work practice with a variety of populations across the practice continuum from direct services to policy work. There are two avenues to the M.S.W. degree: the **Foundation program**, open to persons with baccalaureate degrees in other fields from an accredited college or university, and the **Advanced Standing program**, which is available only for qualified students who have graduated from a Council on Social Work Education (C.S.W.E.) accredited baccalaureate social work program.

Trauma Informed Practice is UNI's M.S.W. specialization. In this specialization students learn an integrated approach to treating both acute and complex forms of psychological trauma. This approach includes elements from various cognitive and body-centered psychotherapies and approaches, including mindfulness, eye-movement desensitization and reprocessing (EMDR), sensorimotor psychotherapy, somatic experiencing therapy, yoga, and tai chi. The Trauma Informed Practice specialization prepares students for direct practice with individuals, groups, families, organizations and communities.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

A minimum of 20 hours of 6000-level course work is required for the two-year and the advanced standing programs.

Any 5000 level social work course or any 6000 level MSW concentration course not required on the degree will apply as an elective to the student's Plan of Study.

The **Foundation program** requires a **minimum of 60 semester hours**, which consists of a generalist Foundation Core of 23 semester hours of coursework and field, followed by the trauma informed specialization (37 semester hours) including field practicum/seminar. The program is offered in cohort groups and consists of five consecutive terms of course work and field practicum/seminar. An extended-enrollment option is available to students in the foundation program who can attend classes at times offered (three-hour blocks) and participate in the field practicum at agencies that generally operate

Graduate Majors and Certificates

during regular business hours. An extended-enrollment distance education option is available for this track as well.

The **Advanced Standing program** requires a **minimum of 37 semester hours**. The program consists of three academic terms of concentration courses including field practicum/seminar. An extended enrollment option is available to Advanced Standing students who can attend classes at times offered (three-hour blocks) and participate in the field practicum at agencies that generally operate during regular business hours. An extended-enrollment distance education option is available for this track as well.

Students interested in the foundation or advanced standing program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Social Work for any other application requirements. General graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program; however, applicants may wish to submit GRE scores in support of their application.

Admission to the M.S.W. is competitive. Applicants must comply with all of the policies and procedures pertaining to admission to graduate study as set forth in this University Catalog. *In addition*, applicants are required to submit the following in order to be considered for admission.

1. The Department of Social Work M.S.W. application.
2. Three letters of reference.
3. A personal statement.
4. A resume'.
5. As part of normal admission to graduate study at UNI, official transcripts for **all post-secondary institutions** attended (with the exception of the University of Northern Iowa), must be sent directly from the college or university attended to the Office of Admissions at the University of Northern Iowa.

For information concerning admission or required courses for the M.S.W., contact the Department of Social Work, M.S.W. Program, 235 Sabin, Cedar Falls, IA 50614-0405, or phone 319-273-5910, or visit www.uni.edu/csbs/socialwork/msw-graduate-degree.

Required for Foundation Program:

Social Work foundation core: (for all two year students)

SW 6212	Human Behavior and the Social Environment	3
SW 6214	Social Work Practice I	3
SW 6215	Social Work Practice II	3
SW 6216	Social Work Practice with Organizations and Communities	3
SW 6278	Social Intervention: Policies and Services	3
Social Work practicum and seminar:		
SW 6220	Foundation Practicum	4
SW 6221	Foundation Practicum Seminar	4

Or students may substitute the following for SW 6220 and SW 6221:

SW 6222	Foundation Practicum I	
SW 6223	Foundation Practicum Seminar I	
SW 6224	Foundation Practicum II	
SW 6225	Foundation Practicum Seminar II	
Total Hours		23

Trauma Informed Practice Specialization:

Social Work:

SW 6218	Introduction to Social Work Research	3
SW 6234	Primary and Secondary Trauma	3
SW 6236	Diversity & Human Rights	3
SW 6246	Trauma Informed Practice I	3
SW 6248	Advocacy & Social Justice	3
SW 6249	DSM: Balancing Strengths and Differential Diagnosis	3
SW 6265	Advanced Social Work Research	3
SW 6268	Advanced Practicum I	3
SW 6269	Advanced Practicum Seminar I	2
SW 6270	Advanced Practicum II	3
SW 6271	Advanced Practicum Seminar II	2

Or students may substitute the following for SW 6268, SW 6269, SW 6270, and SW 6271:

SW 6266	Advanced Practicum	
SW 6267	Advanced Practicum Seminar	
*Elective to be selected in consultation with program advisor		6

* Elective for the distance education program will be predetermined at enrollment.

Total Hours **37**

*** Any 5000-level social work course or any 6000-level MSW concentration course not required on the degree will apply as an elective to the student's Plan of Study.**

Successful applicants for admission must have a bachelor's degree from a regionally accredited college or university with a minimum cumulative grade point average of 3.00 on a 4.00 scale for the foundation MSW program and a minimum cumulative grade point average of 3.20 on a 4.00 scale for the one-year (three-term) Advanced Standing MSW Program. For those students who do not meet this requirement, application materials list criteria that may be considered as an alternative.

Learning Outcomes

Master of Social Work, MSW

1. Communication

- **Goal:** Student will communicate professionally.
- **Outcome:** Use accurate syntax and mechanics of writing in APA format.
- **Outcome:** Clearly and comprehensively, describe a social issue/problem.
- **Outcome:** Demonstrate an understanding of how diversity and difference shape client experiences.

2. Critical Thinking

- **Goal:** Students will critically evaluate how evidence based literature informs practice effectiveness.
- **Outcome:** Identify similarities and differences in evidence-based literature.
- **Outcome:** Draw conclusions about how evidence based literature shapes practice.

3. Program Content Knowledge/Skills

- **Goal:** Students will have knowledge and skills essential for advanced social work practice.
- **Outcome:** Demonstrate clinical practice behaviors that can help calm and stabilize clients.
- **Outcome:** Demonstrate clinical practice behaviors that can help client process emotional and somatic traumatic sensations.
- **Outcome:** Demonstrate an understanding of when to use specific types of trauma therapy techniques depending on differing levels of trauma.

Speech-Language Pathology M.A.

Speech-Language Pathology Major

The professional program in speech-language pathology is a program of both undergraduate and graduate courses leading to a Master of Arts degree. The program is designed to prepare students for careers as speech-language pathologists providing remedial services to the speech, language, and hearing disabled in a wide variety of settings including schools, hospitals, clinics, and care centers for the elderly.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Communication Sciences and Disorders for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **thesis** and **non-thesis** options. A **minimum of 52 semester hours** is required for **both options**. A minimum of 6 hours of CSD 6299 is required for the thesis option. A **minimum of 47 semester hours of 6000-level course work is required.**

Students may select the thesis or non-thesis option upon consultation with their graduate advisor. In the Department of Communication Sciences and Disorders, all students must have the approval of their advisor for registration for classes, including all adds and drops.

Students who are suspended by the Graduate College may not enroll for major courses within this department.

All students must abide by the policies and procedures found in the Graduate Student Handbook, which is published by, and available in, the department.

The student, in consultation with the advisor, must choose courses designed to meet the standards of the Council on Academic Accreditation of the American Speech-Language-Hearing Association academic requirements for the Certificate of Clinical Competence. Recommendation for clinical certification will be given only upon successful completion of all academic and clinical requirements.

The student must complete a minimum of 400 clock hours of which 25 are observation and 375 are in direct patient contact in the supervised clinical practicum; at least 325 of the 400 clock hours must be at the graduate level. Students must complete a course covering communication modalities. This may be fulfilled at the undergraduate level with CSD 4100/5100 Augmentative and Alternative Communication or as an elective at the graduate level with CSD 5100.

Based on satisfactory completion of an undergraduate degree in Communication Disorders or the equivalent, course work, clinical assignments, and the internship experience will ordinarily take four semesters and one summer.

Students seeking endorsement #237 by the Iowa Department of Education typically complete course requirements as undergraduates, including SOCFOUND 2119 Social & Cultural Foundations of Education or SOCFOUND 4234/5234 Philosophy of Education or CSD 3200/5200 Language of School-aged Children, and TEACHING 4170/5170 Human Relations: Awareness and Application, as well as additional hours of specified major courses and course work in Educator Essentials. To complete the requirements for an endorsement, graduate students enroll in CSD 6580 Internship in Clinical Settings and/or CSD 6290 SLP Practicum in Education Setting during their internship semester. Graduate students who need to complete course requirements for endorsement #237 should consult with their major academic advisor.

Requirements for certification and licensure include both graduate and undergraduate courses considered essential to certification and the master's degree. Prerequisite (*) courses will normally have been completed at the undergraduate level; if not, the student and departmental graduate academic advisor will determine how such incomplete requirements will be met. Students must complete 25 clock hours of supervised clinical observation prior to beginning clinical practice.

Students are expected to earn grades of B- or better in CSD 6560 Diagnostics in Communication Disorders and CSD 6660 Advanced Diagnostics in Communication Disorders and each of the seven required credits of CSD 6500 Advanced Clinical Practice: Full Semester/CSD 6510 Advanced Clinical Practice: 8 Week. Students who do not earn a B- grade will be required to meet with the clinic director and department head for review and consultation. Students who demonstrate significant difficulties in the clinical courses, such as failing to meet the B- requirement, may be asked to take an additional semester of either CSD 6500 Advanced Clinical Practice: Full Semester or CSD 6660 Advanced Diagnostics in Communication Disorders.

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To meet the requirements for professional certification and licensure, students must attend professional issues lectures and demonstrations addressing topics such as professional ethics, medical and school practices, resumes/interviewing, the PRAXIS examination, professional certification and licensure, etc. Completion of this requirement will be tracked via the CALIPSO system.

Communication Disorders courses typically completed as an undergraduate:

CSD 3100	Language Acquisition in Children: Birth to 5 Years	3
CSD 3120	Phonetics in Communicative Disorders	3
CSD 3130/5130	Neuroscience and the Study of Communication Disorders	3
CSD 3135	Anatomy and Physiology of Speaking Mechanism	3
CSD 3200/5200	Language of School-aged Children	3
CSD 3220	Disorders of Speech Sounds	3
CSD 3250/5250	Speech Science	3
CSD 3260/5260	Hearing Science	3
CSD 3270/5270	Introduction to Audiology	3
CSD 3650	Clinical Processes	2
CSD 3700/5700	Communication Disorders and Differences Across the Lifespan	3
CSD 3900/5900	Aural Rehabilitation	3

Speech Language Pathology core (as a graduate student):

Required		
CSD 6000	Research Methods in Speech-Language Pathology and Audiology	2
CSD 6300	Treatment of Child Language Disorders	3
CSD 6400	Disorders of Voice	3
CSD 6450	Motor Speech Disorders	2
CSD 6500	Advanced Clinical Practice: Full Semester (Repeated for 6 hrs. required)	6
CSD 6510	Advanced Clinical Practice: 8 Week	1
CSD 6560	Diagnostics in Communication Disorders	2
CSD 6600	Dysphagia	3
CSD 6650	Aphasia and Related Disorders	3
CSD 6230	Structural Disorders - Craniofacial and Head & Neck Cancer	3
CSD 6289	Seminar in Speech-Language Pathology	2
CSD 6660	Advanced Diagnostics in Communication Disorders	2
CSD 6700	Clinical Phonology	3

CSD 6800	Stuttering and Cluttering	2
To obtain required content in cognitive disorders, students must take one of the following seminar topics: Acquired Cognitive Disorders or Degenerative Diseases.		

Research		
CSD 6299	Research	2 or 6
Thesis Option (6 hrs.)		
Non-thesis Option (2 hrs.)		

Internship		
CSD 6580	Internship in Clinical Settings (5 hrs. if combined with CSD 6290; otherwise 10 hours)	10

and/or		
CSD 6290	SLP Practicum in Education Setting (5 hrs. if combined with CSD 6580; otherwise 10 hours)	

Electives		0 or 4
Non-thesis option (4 hrs.)		
Minimum 4 credits in addition to required CSD 6289 seminar for non-thesis option; no additional electives required for thesis option; courses as approved by the graduate advisor.		
Total hours non-thesis		53
Total hours thesis		53

Learning Outcomes

Speech-Language Pathology, M.A.

Critical Thinking Goal: Students will demonstrate critical thinking through appropriate clinical decision-making utilizing evidence.

- **Critical Thinking Outcome #1:** Students will demonstrate critical thinking appropriate for the field of speech-language pathology by creating and implementing effective clinical treatment plans.
- **Critical Thinking Outcome #2:** Students will demonstrate critical thinking by adapting evaluation procedures and interpreting the results to formulate a diagnosis as part of their clinical experience.

Communication Goal: Students will demonstrate effective oral and written communication skills consistent with the requirements of the field of speech-language pathology.

- **Communication Outcome #1:** Students will demonstrate effective written communication skills by completing administrative and reporting functions necessary to support evaluation and intervention.
- **Communication Outcome #2:** Students will display effective oral communication skills while recognizing the needs, values, preferred mode of communication, and cultural/linguistic background for patients, families, caregivers and others.

Program Content Knowledge & Specific Skills Goal: Students will synthesize discipline specific knowledge.

- **Content Knowledge Outcome #1:** Students will demonstrate discipline specific knowledge in evaluation and treatment of communication and swallowing disorders.
- **Content Knowledge Outcome #2:** Students will demonstrate discipline specific knowledge in foundational skills and professional practice.

Special Education M.A.E. Special Education Major

This major is designed to prepare special education professionals for leadership positions and for advanced professional studies. For students pursuing the Special Education Consultant emphasis, to be eligible for Endorsement 250 *Special Education Consultant*, the student must have four years of successful teaching experience, two of which must be congruent with the desired Special Education Consultant endorsement.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Special Education for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **thesis** and **non-thesis** option. A **minimum of 30 semester hours is required for the non-thesis option and a minimum of 33 hours is required for the thesis option. A minimum of 18 hours of 6000-level course work is required for both thesis and non-thesis options.**

Students on the **thesis** option must complete 6 hours of SPIE 6299 Research and present a defense of the thesis. Students on the **non-thesis** option must complete 3 hours of SPIE 6299 ending with a culminating research paper, and successfully complete a final written comprehensive examination.

Required professional core

Educational Psychology:		
EDPSYCH 6214	Foundations of Instructional Psychology	3

Measurement and Research:		
MEASRES 6205	Educational Research	3

Required special education

SPIE 6260	Special Education Law and Policy	3

Special Education:		
SPIE 6289	Seminar	3
or SPIE 4180/5180	Interdisciplinary Study of Disability	

Research:		3 or 6
SPIE 6299	Research	
Thesis Option (6 hours)		
Non-thesis Option (3 hours)		

Emphasis in special education (choose one from below)	15
Total hours (non-thesis option)	30
Total hours (thesis option)	33

Instructional Emphasis

Required

Special Education:		
SPIE 6293	Qualitative Research in Special and Inclusive Education	3
SPIE 6295	Single-Subject Research Applications	3

Approved electives	9

Total Hours	15

Special Education Consultant Emphasis

Required

Special Education:		
SPIE 6293	Qualitative Research in Special and Inclusive Education	3
SPIE 6240	Collaborative Consultation I: The Relationship	3
SPIE 6245	Collaborative Consultation II: The Process	3
SPIE 6290	Practicum	3

Approved electives	3

Total Hours	15

Learning Outcomes

Special Education, M.A.E.

The Department of Literacy, Early Childhood, and Special Education values the continuous development of special, inclusive educator's dispositions, knowledge, and skills to support, educate, serve, and learn alongside all students, considering students' diverse historical, social, cultural, linguistic, and other multi-dimensional identities that intersect with their disability experiences in educational contexts. This occurs through endorsement program goals using collaborative frameworks that center a plurality of perspectives to orient educators to their leadership, teacher work, and voice through the:

- use of skills, knowledge base, and dispositions that support child and adolescent growth and development by adhering to philosophical, historical, cultural, and state/federal law for special, inclusive education from collaborative frameworks related to curriculum, instruction, intervention, and assessment of children with disabilities.
- demonstration of knowledge of the characteristics of learners identified with disabilities appropriate to the pursued endorsement area
- explanation and use of unbiased assessment, diagnosis, and evaluation procedures to make decisions about individualized support of learners eligible for special education services that draw from a plurality of universally designed methods and materials that are culturally responsive, age-appropriate, and provide curricular and instructional support for eligible individuals (UNI SLO - Content Knowledge and Skills)

Graduate Majors and Certificates

- co-creation of positive, inclusive learning environments that support students' emotional well-being and facilitate positive social interactions across universally designed and culturally responsive settings that build on the reflexivity of teacher learning that accounts for intersectionality and theories of academic, social, and emotional support for individuals with disabilities. (UNI SLO - Critical Thinking)
- communication and collaboration with existing and potential partners to support individuals with disabilities (e.g., families, classroom teachers, support services personnel, paraprofessionals, community partners, and others involved in the education program) and transitional collaboration, including individuals with disabilities, while honoring their multi-dimensional identities. (UNI SLO - Communication)
- development of updated skills, knowledge, and dispositions to support positive long-term personal and professional learning plans, quality collaborative relationships, and positive educator self-care.

Specialist in Education: School Psychology Ed.S. School Psychology Major

The major in School Psychology at the University of Northern Iowa leading to the Specialist in Education Degree involves breadth of preparation as well as depth in a particular field of specialization.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Learning, Leadership, and Community for other application requirements and detailed information on the School Psychology major. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>. For requirements concerning admission, program approval, candidacy, scholarship, residence, examinations, thesis, and graduation for the Specialist in Education Degree see the "Graduate Information" section of this University Catalog.

Only graduate courses (course number 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

Course work requirements for the Specialist in Education Degree are defined in terms of a three-year graduate program, including internship and work taken on the master's degree. A **minimum of 68 semester hours** beyond the bachelor's degree is required for completing the program.

The School Psychology major is open to students who hold a master's degree from an accredited graduate school, and who meet the requirements set forth below.

Admission to the Ed.S. program in School Psychology requires EITHER:

1. Admission to the Ed.S. program in School Psychology requires an earned, accredited master's degree and a prior graduate preparation equivalent to UNI's M.A.E. in Educational Psychology with an emphasis in Context and Techniques of Assessment. Since UNI's Ed.S. program is less than the 68 credits required for the degree,

students that meet this admissions requirement will have all previous graduate work reflected as transfer credit in exception to the Graduate Transfer Credit Policy.; OR

2. Concurrent enrollment in UNI's M.A.E. in Educational Psychology with an emphasis in Context and Techniques of Assessment degree program along with approval from the program faculty to enroll in both programs concurrently.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Students with deficiencies will be notified prior to admission. Any deficiencies in the student's background will be *added* to the student's Ed.S. program requirements.

This major is available on the **thesis** option and **non-thesis** option.

For the thesis option, a **minimum of 39 semester hours** is required. For the non-thesis option, a **minimum of 36 semester hours** is required. **A minimum of 15 hours of 6000-level course work is required for either option.** Successful completion of a final oral and written examination is required.

Required

Educational Psychology:

EDPSYCH 4232/5232	Risk and Resilience: Child, Family, School and Community Factors	3

EDPSYCH 6270	Behavioral Interventions in School Settings	3

EDPSYCH 6272	Systems Consultation	3

Measurement and Research:

MEASRES 6284	Psychosocial Assessment	4

MEASRES 6287	Early Childhood Assessment and Intervention	3

Professional Studies:

EDPSYCH 6290	Ed.S. Practicum in Education and Psychology	5

EDPSYCH 6291	Internship in School Psychology	6

Special Education:

SPIE 6260	Special Education Law and Policy	3

Counseling & Behavior Modification

EDPSYCH 6260	Counseling Interventions in School	3

Thesis Option

EDPSYCH 6299	Research	6

Non-Thesis Option

MEASRES 6270	Educational Program Evaluation	3

Total Hours		36-39

Learning Outcomes

Specialist in Education: School Psychology, Ed.S.

- **Goal 1:** School psychology students will practice data-based decision making in all areas of school psychology practice.
- **Goal 2:** School psychology students will develop evidence-based interventions in academic, social-emotional, and behavioral domains.
- **Goal 3:** School psychology students will apply a problem-solving model in making ethical decisions.
- **Goal 4:** School psychology students will use data to support school systems, including preventive and responsive support services
- **Goal 5:** School psychology students will consider and respect differences in gender, culture, ethnicity, language, socioeconomic status, and sexual orientation and will promote a safe and respectful school environment for all individuals.
- **Goal 6:** School psychology students will engage in reflective practice
- **Goal 7:** School psychology students will communicate clearly both verbally and in writing
- **Goal 8:** School psychology students will demonstrate quality consultation and collaboration with educational professionals, families, and students.
- **Goal 9:** School psychology students will provide services that promote family-school collaboration

Teacher Leadership for International Educators M.A.

Teacher Leadership for International Educators Major

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Educational Psychology, Foundations, and Leadership Studies for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>. (Also <http://www.uni.edu/coe/departments/educational-leadership-postsecondary-education>).

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **non-thesis** option only. A **minimum of 30 hours** is required on the non-thesis option. A **minimum of 22 hours of 6000-level course work is required for the non-thesis option**. Students must be currently teaching in an international school to be eligible for this program.

Successful completion of a final oral portfolio defense, as well as an extensive action research project is required prior to graduation. This

program is offered to students through asynchronous instruction. New students may start their program at any semester.

Required

Measurement and Research:		
MEASRES 6205	Educational Research	3
TESOL/Applied Linguistics:		
TESOL 6286	Studies in Multicultural Contexts	3
Additional educational leadership courses:		
EDLEAD 6212	Teacher Leadership in International Schools	3
EDLEAD 6240	Technology for School Leaders	2
EDLEAD 6248	Leading Instruction in Schools	3
EDLEAD 6249	Leading Learning, Teaching, and Curriculum	3
EDLEAD 6260	Power, Politics & Ethics for International Educators	3
EDLEAD 6282	Leading School Growth and Improvement	2
EDLEAD 6284	Evaluator Approval for Improved Student Learning	3
EDLEAD 6291	Internship (must be taken for 2 hours)	2
EDLEAD 6206	Orientation to Educational Leadership Standards	2
EDLEAD 6292	Capstone to Educational Leadership	1
Total Hours		30

Learning Outcomes

Teacher Leadership for International Educators, M.A.

- Students will be capable of demonstrating, in written form, thoughtful understanding, application and analysis of specific teacher Leader Model Standards - collaborative culture, research & data to improve practice, promote professional learning, facilitate improvement in instruction and student learning, promote the use of assessments and data, improve outreach, and advocate for the profession;
- Students will design, implement, and assess a contextually-based dilemma through action research; and
- Students will demonstrate writing skills consistent with graduate level work.

Teaching English to Speakers of Other Languages (TESOL) M.A.

Teaching English to Speakers of Other Languages (TESOL) Major

Students interested in this program must submit a completed Application for Admission to Graduate Studies and should refer to their MyUNiverse Student Center To-Do list or contact the

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Department of Languages & Literatures for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (GRE) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major in TESOL is available on the **thesis** and **non-thesis** options, and degree applicants choose one of three emphases (see below). Both the **thesis** and the **non-thesis** options require a **minimum of 33 or 36 semester hours**, depending on the emphasis chosen. The **thesis** option requires 6 hours of TESOL 6299 Research. **A minimum of 12 hours of 6000-level course work is required for the non-thesis option, and a minimum of 15 hours of 6000-level course work is required for the thesis option.**

The three emphases are the following:

1. **Applied Linguistics Emphasis**, minimum 33 semester hours - available on both **thesis** and **non-thesis** options;
2. **TESOL/Spanish Emphasis**, minimum 36 semester hours - available on **non-thesis** option only;
3. **TESOL/French Emphasis**, minimum 36 semester hours - available on **non-thesis** option only.

For the Applied Linguistics emphasis, successful completion of a thesis is required for the **thesis** option, and a research paper is required for the **non-thesis** option, as specified by the TESOL/Applied Linguistics faculty. A final oral and written comprehensive exam is required for the thesis and non-thesis options. Additionally, for the Applied Linguistics emphasis, successful completion of a teaching portfolio/presentation at a UNI-sponsored or other professional conference/symposia are required for both thesis and non-thesis options, as specified by the TESOL/Applied Linguistics faculty. See the TESOL Graduate Coordinator for details.

For the TESOL/Spanish and TESOL/French emphases, successful completion of a final oral and written comprehensive exam and a research paper is required, as specified by the TESOL/Applied Linguistics and appropriate language faculties. Contact the TESOL Graduate Coordinator and Spanish/French Graduate Coordinator for details.

As a degree requirement, students will need to do one of the following:

- a) Present at a professional conference OR
- b) Prepare a professional portfolio under the supervision of a graduate faculty member

The choice will be made by students in consultation with their advisor.

The TESOL/Spanish and TESOL/French emphases have language proficiency expectations in Spanish or French that are a requirement for admission. These can be met by either being a native speaker, submitting a written statement of purpose, or, in some cases, participating in an oral interview. Contact the Spanish/French graduate advisor for details.

Native speakers of English must demonstrate proficiency in another language by earning at least a C grade in a second-semester, college-

level course or by passing a specially designed examination. In order to demonstrate their proficiency in English, international students must achieve a minimum score of 95 in the TOEFL-IBT (Test of English as a Foreign Language - Internet Based Test) with a minimum subscore of 25 in writing, 7.0 with a minimum writing subscore of 7.0 and no subscore less than 6.0 in the IELTS (International English Language Testing System), 65 with no subscore less than 57 in PTE (Pearson Test of English), or 130 in Duolingo. An international student may be required to take additional English language improvement courses at the discretion of the program faculty. Work taken to satisfy the language proficiency requirement does not count toward the 33 semester hours required to complete the major program.

Students who wish to pursue state licensure to teach should request information concerning licensure requirements from the Director of Teacher Education at the University of Northern Iowa or from the Department of Education in the state in which they plan to teach.

TESOL Core Courses

Required:		
TESOL 4340/5340	English Grammar: Form and Function	3
EDUC 3504/5504	Teaching Methods II: Language Teaching Methods II	3
TESOL 6100	Introduction to Graduate Study in TESOL/Applied Linguistics	3
TESOL 6289	Seminar in Language	3
TESOL 6510	Second Language Acquisition	3
TESOL 6297	TESOL Practicum	3

Choose one of the emphases below:

Applied Linguistics Emphasis

Required:		
EDUC 5300	Teaching Methods I: (Topic) (Language Teaching Methods I)	3
TESOL 4120/5120	Introduction to Linguistics	3
TESOL 4350/5350	Phonetics, Phonology, and Language Teaching	3
TESOL 4540/5540 or TESOL 4520/5520	Sociolinguistics Cultural Aspects of Language and Language Teaching	3
TESOL 6299 Research		3-6
Non-thesis option (3 hrs.)		
Thesis option (6 hrs.)		
Total Hours		33-36

TESOL/Spanish Emphasis

Required:		
EDUC 5300	Teaching Methods I: (Topic) (Language Teaching Methods I)	3
or LANG 6090	Theory and Practice in Foreign Language Teaching	
Graduate courses in Spanish in the following areas:		9
Culture and Civilization		
Linguistics		
Translation		

Elective course approved by the graduate Spanish advisor	3
SPAN 6299 Research	3
Total Hours	36

TESOL/French Emphasis

Required:		
EDUC 5300	Teaching Methods I: (Topic) (Language Teaching Methods I)	3
or LANG 6090	Theory and Practice in Foreign Language Teaching	
Graduate courses in French in the following areas:		9
Culture and Civilization		
Translation		
Linguistics		
Elective course approved by the graduate French advisor		3
FREN 6299 Research		3
Total Hours		36

Students who have earned undergraduate credit for any of the required courses must select electives in TESOL/Applied Linguistics, with the advice and approval of the TESOL Graduate Coordinator, to complete the required minimum total of 33 hours.

NOTE: The prerequisites listed for 4000/5000 level courses apply only to undergraduates. Depending upon their undergraduate coursework, graduate students may be required to take coursework to satisfy those prerequisites.

Learning Outcomes

Teaching English to Speakers of Other Languages (TESOL), M.A.

- **Content.** Students display advanced knowledge of key linguistic, pragmatic, and sociocultural dimensions of language.
- **Communication.** Students can communicate appropriately, effectively, and according to profession-specific standards in oral presentations and in writing.
- **Critical Thinking.** Students show evidence of the ability to critically analyze aspects of language, culture, and society.
- **Second Language Teaching.** Students can design instructional activities that promote authentic communication in a second language for diverse learners in a variety of contexts.

Transformative Education M.A.E.

Transformative Education Major

The Master of Arts in Education (MAE) in Transformative Education, is comprised of the Transformative Education Graduate Certificate (12 credit hours), which consists of four courses with four recurring themes throughout each course (Theory to Practice, Research, Leadership and Policy, Ethics, and Law), plus one or more education-related stackable graduate certificates. Students may use 18 credit hours of graduate-level coursework completed when pursuing an

additional endorsement area to “stack onto” the Transformative Education Graduate Certificate to earn a Master of Arts in Education degree. Students may also use other approved graduate certificates related to education. Interested students may pursue information and advice from the Elementary and Middle Level Education department.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Elementary and Middle Level Education for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

The degree program in this major requires a **minimum of 30 semester hours and is offered on the non-thesis option only. A minimum of 12 hours of 6000-level course work is required.**

Students must have a 2.5 GPA to be admitted to this program, and a 3.0 GPA is required to receive the Master's Degree upon completion. This program requires a culminating project that is completed in the Graduate Certificate in Transformative Education. It may take various forms (oral presentation, internship, research paper, public presentation, synthesis paper, field study, etc.) and demonstrate the knowledge and skill development that has taken place and its impact on future learning and educational development.

Students must work with their advisor to draft a study plan and to identify the graduate certificate(s) to satisfy the program requirements.

Required Core:

CI 6118	Exploring Transformative Education	3
CI 6119	Engaging Transformative Education	3
CI 6120	Critiquing Transformative Education	3
CI 6121	Creating Transformative Education	3

Required (work with your advisor to select approved courses):

18 hours from approved graduate certificate(s) or endorsement pathway(s)	18
Total Hours	30

Learning Outcomes

Transformative Education, M.A.E.

- Bridge theoretical frameworks with practical application in educational settings to design and implement innovative and transformative teaching methodologies informed by cultural competence and evidence-based praxis. (UNI SLO - Content Knowledge and Skills)
- Critically evaluate educational research, synthesize findings, and apply research-driven insights to address real-world educational challenges that foster a culture of collaboration, transformational,

- evidence-based decision-making, and continuous improvement. (UNI SLO-Critical Thinking)
- Engage in self-assessment, professional growth, and continuous improvement. Assume instructional leadership roles in local and global educational contexts by advocating for equitable policies and ethical practices that promote transformative learning experiences that connect local and international educational perspectives. (UNI SLO - Communication)
 - Use and analyze educational ethics, laws, and regulations to navigate complex ethical dilemmas and legal frameworks while ensuring compliance with academic standards and mandates.

Women's and Gender Studies M.A.

Women's and Gender Studies Major

The Master of Arts in Women's and Gender Studies is interdisciplinary in nature and is under the jurisdiction of the College of Social and Behavioral Sciences.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Director of Women's and Gender Studies for any other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

The Women's and Gender Studies curriculum is designed to meet the needs of students who strive for analytic clarity and rigor in gender-focused research. Students may employ the skills in reflective and critical analysis as well as the broad base of knowledge that they obtain in the program to

- prepare for a Ph.D. program with a disciplinary or interdisciplinary focus on gender or,
- prepare for a career in the public or private sector in the areas of gender and wellness, gender and violence prevention, or another area based on student interest or,
- satisfy strong intellectual interests and curiosity while pursuing advanced education in the liberal arts.

Through core courses and selected electives, students enrolled in the Master of Arts in Women's and Gender Studies will accomplish several objectives: examine theories concerning the social and historical constructions of gender; explore how gender identity and sexual orientation help define human relationships; recognize that women's lives have been under-represented in traditional disciplines and investigate previously neglected materials in order to identify women's as well as men's roles in cultural or social endeavors; study, compare, and evaluate an array of disciplinary perspectives on gender, including, but not limited to, cross-cultural, economic, sociological, historical, and literary perspectives; identify intersections of gender with race, class, age, sexual identity, and ethnicity, both locally and globally, both in the present and in the past; and employ new methodological and critical approaches to materials customarily treated in other ways, revising the content and assumptions of

particular disciplines to address gender and related issues more effectively.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

The M.A. in Women's and Gender Studies has 2 tracks: thesis and applied (non-thesis). The thesis track requires a **minimum of 31 semester hours** of study; **15 hours of 6000-level course work is required**, which includes 6 hours of WGS 6299 Research in Women's and Gender Studies.

The non-thesis applied track requires a **minimum of 32 hours; 12 hours of 6000-level course work is required**, which includes 4 credit hours of WGS 6195 Graduate Internship in Women's and Gender Studies. The internship requirement is a culminating 120-hour internship project and research paper, which is supervised by two WGS faculty members and an internship site supervisor. The project may take a wide variety of forms, but it should meet the following 3 requirements; 1) shows evidence of theoretically informed and self-reflexive praxis; 2) shows evidence of knowledge and research skills appropriate to the project; and 3) is related to the student's focus area.

Additional non-program hours may be required if courses on a student's program of study have prerequisites which instructors choose not to waive.

Successful completion of an Social Justice Activism Portfolio is required for both tracks. Activism consists of intentional efforts to bring about some kind of change, be it social, political, economic, environmental, and so on. To enable students to assess links between academic inquiry and civic engagement, they will take advantage of opportunities to engage in social activism, both on and off campus. This will include participating in and/or organizing events and maintaining and electronic portfolio during the course of time in the program.

Common core (13 hours – required for all students):		
Required (4 Hours)		4
WGS 6289	Graduate Seminar in Women's and Gender Studies: Comparative Feminist Theories	
WGS 6291	Graduate Proseminar in Women's and Gender Studies	
Feminist Theories in the Social Sciences and Humanities (3 hours)		3
Select one of the following:		
SOC 4071/5071	Feminist Theories in the Social Sciences	
COMM 4346/5346	Gender Issues in Communication	
History (3 Hours)		3
HIST 4260/5260 or HIST 4690/5690	United States Women's History or Modern European Women's History	
Research Methodology (3 Hours)		3
In consultation with and approval of thesis advisor, one course from the following or other course approved by the thesis advisor or program director:		

COMMGRAD 6022	Communication Research Methodology	
ENGLISH 4120/5120	Literature, Gender and Intersectionality	
ENGLISH 4140/5140	Literary Criticism	
ENGLISH 6100	Methods of Graduate Study in English	
HIST 6050	Historical Methods	
PSYCH 6002	Research Design	
SOC/ANTH 4015	Qualitative Research	
KAHHS 6210	Quantitative Methods in KAHHS	
KAHHS 6215	Qualitative Methods	
RTNL 6410	Evaluation, Research and Accountability	
Total Hours		13

Thesis Track

Common Core		13
WGS 6299 Research Women's and Gender Studies		6
Electives related to Thesis Topic ¹		12
Total Hours		31

¹ With the approval of the thesis advisor, the student individually designs an elective sequence, selecting courses from the humanities, fine arts, social and natural sciences that best contribute to the student's thesis project.

Applied Track

Common Core		13
WGS 6195	Graduate Internship in Women's and Gender Studies	4
RTNL 6406	Fundraising and Grant Seeking for Nonprofit Agencies	3
Electives in Focus Area		12
Total Hours		32

Focus Areas:

1) Gender and Wellness

Required (choose one course from the following):		3
PH 3330	Health of Vulnerable Populations	
or PH 3310/5310	Health Policy and Advocacy	
Electives (choose 9 hours from the following):		9
PH 3320/5320	Global Service Mission	
PH 3660/5660	Public Health Theory	
PH 3140/5140	Planning and Evaluating Public Health Programs	
PH 3150/5150	Implementing Public Health Programs	

2) Gender and Violence Prevention

Choose 12 hours from the following:		12
FAM SERV 3145/5145	Violence in Intimate Relationships	
COMM 4346/5346	Gender Issues in Communication	

CRIM 4331/5331 Women, Crime and Society

WGS 6297 Practicum Women and Gender Studies

3) Individualized (tailored to student interests, with permission of advisor) 12

A Graduate Certificate in Women's and Gender Studies is also available. For requirements go to www.uni.edu/interdisciplinarymajorsandminors/programcertificates or in PDF copy go to the "Interdisciplinary" section.

For more information contact the Women's and Gender Studies office, Sabin 225, wgs@uni.edu, or www.uni.edu/womenstudies.

Learning Outcomes

Women's and Gender Studies, M.A.

Goal 1: Methodology. Students will demonstrate graduate-level proficiency in research methods appropriate for a culminating project, such as a graduate-level thesis or internship research paper.

- **Outcome 1a (Thesis Track):** Students will demonstrate graduate-level proficiency in research methods appropriate for a graduate-level thesis, which should clearly exhibit comprehension, application, and evaluation of feminist methodology appropriate to the study of women and gender.
- **Outcome 1b (Applied Track):** Students will demonstrate graduate-level proficiency in research methods appropriate for a graduate-level internship and research paper, which should exhibit comprehension, application, and evaluation of feminist methodology appropriate to the study of women and gender.

Goal 2: Apply Research and Theory. Students will apply a broad knowledge of the interdisciplinary field of women's and gender studies. They will demonstrate a sophisticated understanding of feminist theory and research within a larger cultural discourse of intersectionality, global awareness, and social inequality. A culminating written project will adhere to graduate college and disciplinary standards.

- **Outcome 2a (Thesis track):** Students will be able to research and write a master's thesis that makes an original, evidence-based contribution to the field. Students will be able to synthesize theory, previous scholarship, and original research and will communicate the significance of their findings.
- **Outcome 2b (Applied Track):** Students will be able to research and design an internship project grounded in the four theoretical Threshold Concepts (Social Construction of Gender; Privilege and Oppression; Intersectionality; and Feminist Praxis). They will summarize relevant literature and apply it to and evaluation of the project's results. They will produce graduate-level writing communicating the significance of their findings.

Goal 3: Engage Reflectively. Students will be engaged and active citizens, capable of communicating the significance of feminism and gender studies in both personal and community contexts and evaluating links between academic inquiry and civic engagement.

- **Outcome 3:** Students will be able to summarize and reflect on their development as activists in relation to their academic inquiry and experiences in civic engagement.

Graduate Certificates

Applied Systems Engineering Management Graduate Certificate

Applied Systems Engineering Management Certificate

Applied Systems Engineering Management provides a multidisciplinary set of tools and techniques for understanding, organizing, and managing the complexity of product/service solution development throughout the product life cycle. The program emphasis delivers the necessary skills and knowledge essential for successful systems of systems development in today's fast-paced environment. Students will learn a fundamental and systematic approach for a variety of essential elements, how they interact, how they are dependent upon one another leading to overall best practices. The content reflects an agile and lean approach to system development to meet specific business challenges. Students will learn current industry best practices to ensure robust, cost-effective approaches that meet stringent functional, performance, and cost requirements.

Required:		
TECH 6400	Introduction to Applied Systems Development & Management	3
TECH 6420	Systems Architecture & Management	3
TECH 6440	Systems Engineering & Management	3
TECH 6460	Systems Life Cycle Management & Applications	3
TECH 6500	Applied Systems Development & Management Capstone	6
Total Hours		18

Artificial Intelligence for Career Enhancement Graduate Certificate

Artificial Intelligence for Career Enhancement Certificate

The AI for Career Enhancement certificate is designed to for graduate students and certificate-seeking adult workers who wish to learn vital AI tools, understand it's connection with career, and be able to understand its connection with a variety of professional outcomes. Students will also be able to apply elements directly to their future careers.

Required		
COMM 4001/5001	Communicating with AI	3
COMM 4140/5140	AI, Work, and the Future	3

LIBRARY 6100	Information Literacy: Learning to Question in the 21st Century	3
Total Hours		9

Artificial Intelligence in Education Graduate Certificate

Artificial Intelligence in Education Certificate

The Artificial Intelligence (AI) in Education Graduate Certificate targets teacher/instructor practitioners. The program engages professional educators with the workings of AI, its uses, its limits, and how it can be used by educators to support curriculum development and differentiation that respond to the diverse needs of students. The Graduate Certificate will also engage educators with emerging trends in AI and how it is being used to support teaching and learning. This certificate may be stacked into the MAE in Transformative Education (p. 475).

Required:		
CI 6500	Adapting and Creating Curriculum with AI	3
LIBRARY 6100	Information Literacy: Learning to Question in the 21st Century	3
LRNTECH 6238	Topics and Emerging Trends in Learning Technology	3
SOCFOUND 4200/5200	The Ethics of Education in the Age of Technological Innovation	3
Total Hours		12

Business Fundamentals Graduate Certificate

Business Fundamentals Certificate

This certificate, offered through the UNI MBA program, provides a comprehensive understanding of core business concepts, including strategic planning, accounting, financial management, and managerial decision-making.

FIN 6266	Financial Management and Markets	3
ACCT 6030	Accounting for Business Management	3
MGMT 6250	Business Strategy	3
MGMT 6272	Research and Analysis for Management Decisions	3
Total Hours		12

Childhood Diversity and Learning Graduate Certificate

Childhood Diversity and Learning Certificate

This graduate certificate provides background on the development of children from birth through grade 3, the intersectionality of diverse characteristics of families, and the community's role in shaping young children's development as they negotiate the natural world and early learning environments. This certificate may be stacked into the MAE in Transformative Education (p. 475).

Required:

EDPSYCH 3109/5109	Development and Assessment of Young Children	3
ECIE 6210	Diversity in Early Childhood Education: Theory and Practice	3
ELEMECML 5120	Child, Family, School, Human and Community Relationships	3

Total Hours 9

Communication Education and Training Graduate Certificate

Communication Education and Training Certificate

Based in emphasis areas of organizational communication, communication pedagogy, and performance studies, the Communication Education and Training certificate demonstrates mastery in teaching at the college level, fostering positive work relationships, and training others in organizations. Upon completion of the requisite coursework, a student will have a deep knowledge of pedagogical and organizational processes, such as developing vision/mission goals, honing their instructional practice, and assessing team/class communication for areas of improvement.

Required courses: **

COMMGRAD 6045	Seminar in Communication Education *	6
COMMGRAD 6014	Seminar in Rhetoric	3
COMMGRAD 6027	Seminar in Strategic Communication	3

Total Hours 12

* Repeat course (variable topic) for 6 hrs.

**Can Substitute up to 3 hours of the 12 hours as Readings in Communication or Studies in Communication with advisor approval.

Entrepreneurial Strategy and Market Innovation Graduate Certificate

Entrepreneurial Strategy and Market Innovation Certificate

This certificate is available to any graduate student interested in entrepreneurial applications of their degree program.

Required:

ENTR 3583/5583	Entrepreneurship	3
ENTR 3586/5586	Entrepreneurial Strategy	3
MKTG 3113/5113	Consumer Behavior	3
MKTG 3116/5116	Marketing Analytics	3

Total Hours 12

Global Marketing Graduate Certificate

Global Marketing Certificate

This certificate is open to any graduate student but primarily of interest to MBA students desiring a specialty area. Courses need to be taken at the 5000/6000 level.

Required:

MKTG 3176/5176	Global Marketing	3
MKTG 3178/5178	Global Trade Practices	3
MKTG 6170	Marketing Management	3

Select one from the following: 3

MGMT 3189/5189	International Management
ECON 5249	Economic Development
ECON 3224/5224	International Trade and Financial Economics

Total Hours 12

Instructional Design Graduate Certificate

Instructional Design Certificate

The Instructional Design Graduate Certificate Program is tailored to professionals seeking expertise in creating effective learning experiences. This program provides students the knowledge and skills to develop and implement online learning solutions. Included are instructional design models, theoretical foundations, experiential learning opportunities, and pedagogical and andragogical strategies. Instructional system design models for systematically developing e-learning instruction are also included. Graduates will be prepared to navigate instructional design challenges in diverse learning environments.

This certificate may be stacked into the MAE in Transformative Education (p. 475).

Graduate Majors and Certificates

Required:

LRNTECH 4153/5153	Developing Digital Learning Environments	3
LRNTECH 6240	Instructional Design for 21st Century Learning	3
LRNTECH 6216	Adult Learning Instructional Strategies	3
Total Hours		9

Interdisciplinary Studies Graduate Certificate

Interdisciplinary Studies Certificate

This certificate consists of a set of individualized courses to be tailored to the specific needs of students which can then be applied towards the Master of Arts in Interdisciplinary Studies or any other UNI graduate degree with departmental/program approval. Certificate credit hours may range between 9 to 15 credit hours.

Admission requirements: Non-Degree status has been established for a post-baccalaureate student who:

1. wishes to take graduate courses for self-enlightenment unrelated to any graduate degree program.
2. plan to demonstrate competence in graduate studies in support of consideration for admission to a degree program at a later time.

The admission process for Non-Degree status applicants begins when the application for admission and all supporting documents have been received in the Office of Admissions. Requests for Non-Degree Status are reviewed and acted upon within the Office of Admissions. The application will also be reviewed by a Graduate College representative who will then contact the departments/programs to assist the student in the design of the certificate to meet career goals. A student must complete the certificate with a cumulative GPA of 3.0 or higher.

Applicants must have a bachelor's degree from a college or university accredited by the North Central Association of Colleges and Secondary Schools or a corresponding regional agency, or have a bachelor's degree from a foreign institution recognized by that country's Ministry of Education. All students wishing to earn non-degree graduate credit from UNI must have a verified bachelor's degree (and master's degree if the student wishes to take doctoral level courses). The student must file an official transcript or statement of degree from each college or university from which they have received a degree, unless the degree was obtained from the University of Northern Iowa. Only documents sent directly from the issuing institution to the UNI Office of Admissions are considered official. Transfer credit is not processed for students in non-degree status at UNI.

Required:

a minimum of 9 credit hours selected in coordination with the Graduate College	9-15
Total Hours	9-15

Learning Technologies Graduate Certificate

Learning Technologies Certificate

The Learning Technologies Graduate Certificate Program provides educators and other professionals with techniques to improve learning outcomes. Theories and practical uses of learning technologies and the development of digital learning environments are included. Key areas encompass multimedia integration, online technology tools, online teaching strategies, and educational technology effectiveness in diverse educational contexts.

This certificate may be stacked into the MAE in Transformative Education (p. 475).

Required:

LRNTECH 4110/5110	Foundations of Distance Learning and Development	3
LRNTECH 4131/5131	Selection and Application of Learning Technologies	3
LRNTECH 4153/5153	Developing Digital Learning Environments	3
Total Hours		9

Literacy Leadership Reading K-8 Graduate Certificate

Literacy Leadership Reading K-8 Certificate

The Literacy Leadership Graduate Certificate prepares teachers to be literacy leaders in K-8 school settings. This certificate may be stacked into the MAE in Transformative Education (p. 475).

Required:

LITED 6240	Language Development and Variability	3
LITED 6245	Ideological, Cultural, and Sociopolitical Issues in Children's Literature	3
LITED 6238	Advanced Assessment and Evaluation of Literacy Development	3
LITED 4147/5147	Advanced Literacy Practices	3
LITED 4192/5192	Experience in Literacy: Tutoring	3
Total Hours		15

Managerial Analytics Graduate Certificate

Managerial Analytics Certificate

This certificate, offered through the UNI MBA program, provides an understanding of data-driven management, including business

research, business intelligence, data visualization, and operational decision-making.

Required:

MGMT 6252	Information Systems & Data Visualization	3
MGMT 6254	Business Intelligence	3
MGMT 6262	Cross-Functional Operations	3
MGMT 6272	Research and Analysis for Management Decisions	3
Total Hours		12

Online Teaching Graduate Certificate

Online Teaching Certificate

The Online Teaching Graduate Certificate Program is designed to equip students with the necessary skills and knowledge to excel as effective online educators and trainers. The certificate's curriculum focuses on key elements of online instruction, such as synchronous and asynchronous learning models, learning management systems, and online instructional strategies. This certificate may be stacked into the MAE in Transformative Education (p. 475).

Required:

LRNTECH 4110/5110	Foundations of Distance Learning and Development	3
LRNTECH 4153/5153	Developing Digital Learning Environments	3
LRNTECH 6240	Instructional Design for 21st Century Learning	3
Total Hours		9

Performance, Rhetoric, and Advocacy Graduate Certificate

Performance, Rhetoric, and Advocacy Certificate

Based in the emphasis areas of rhetoric, performance studies, and digital media, the Performance, Rhetoric, and Advocacy certificate demonstrates mastery in how to analyze, organize, and execute advocacy work in a variety of contexts. Upon completion of the requisite coursework, a student will have a deep knowledge of the words, actions, bodies, and organizational structures of advocacy groups as well as the skills necessary to build community and solve problems.

Required: **

COMMGRAD 6044	Seminar in Performance Studies	3
COMMGRAD 6014	Seminar in Rhetoric	3
COMMGRAD 6046	Seminar in Visual and Digital Media	3

Select one of the following: *

COMMGRAD 6044	Seminar in Performance Studies	3
or COMMGRAD 601 Seminar in Rhetoric		

Total Hours **12**

* Repeat either COMMGRAD 6044 or COMMGRAD 6014.

**Can Substitute up to 3 hours of the 12 hours as Readings in Communication or Studies in Communication with advisor approval.

Publishing & Literary Arts Graduate Certificate

Publishing & Literary Arts Certificate

The Graduate Certificate in Publishing & Literary Arts emphasizes professional and creative experiences that position graduate students to participate in the field of literary publishing.

Required

Chose one of the following:	3
ENGLISH 3710/5710	Craft of Creative Nonfiction
ENGLISH 3715/5715	Craft of Poetry
ENGLISH 3725/5725	Craft of Fiction
ENGLISH 4765/5765	Applied Writing: Workplace Communication
ENGLISH 4025/5025	Theory and Practice of Writing
ENGLISH 4785/5785	Applied Writing: Projects, Grants and Careers

Electives

Choose two of the following individual courses: *	6
ENGLISH 4040/5040	Digital Writing: Theory and Practice
ENGLISH 4672/5672	Electronic Literature
ENGLISH 4755/5755	Creative Writing Practicum: North American Review **
ENGLISH 4775/5775	Applied Writing: Specialized Documents
ENGLISH 4780/5780	The Profession of Editing

Total Hours **9**

* with Department approval, elective credit may also be given for appropriate sections of ENGLISH 5186 Studies in (topic), ENGLISH 5188 Author Seminar: _____, or ENGLISH 5190 Seminar in Literature: _____.

**ENGLISH 5755 may only be used once in this certificate.

Special Education Work Experience Graduate Certificate

Special Education Work Experience Certificate

This graduate certificate program consists of five credits. It fulfills the requirements for Endorsement 234 5-12 Work Experience Coordinator, which prepares teachers to develop career-vocational programming for special education students, coordinate cooperative education programs, and administer career-vocational assessments and guidance for individuals with disabilities. The participant in this program must hold a special education teaching endorsement for grades 5-12.

Required:

SPIE 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	3
SPIE 4152/5152	Career and Vocational Programming for Individuals with Disabilities	1
SPIE 4155/5155	Cooperative Occupational Education Programs for Students with Disabilities	1
Total Hours		5

Special and Inclusive Education for Young Learners Graduate Certificate

Special and Inclusive Education for Young Learners Certificate

This certificate may be stacked into the MAE in Transformative Education (p. 475).

Required:

ECIE 4130/5130	Guidance and Instruction in Early Childhood Education	3
ECIE 4162/5162	Administration and Advocacy of Early Childhood Programs	3
ECIE 4192/5192	Field Experience and Seminar in Early Childhood	2
SPIE 4124/5124	Infant Toddler Curriculum and Early Intervention	3
SPIE 4141/5141	Including Young Children with Special Needs Into General Education Classrooms	3
SPIE 4148/5148	Assessment of Young Children and Families with Exceptionalities	3
SPIE 4191/5191	Experience in Special & Inclusive Education: Birth - 3 Years	1

SPIE 4193/5193	Experience in Special & Inclusive Educ: ECSE Age 3-6 years	3
Total Hours		21

Strategic Communication Graduate Certificate

Strategic Communication Certificate

Based on the emphasis areas of public relations, organizational communication, and media, the Strategic Communication certificate demonstrates mastery in managing a company's image and developing relationships between organizations and publics. Upon completion of the requisite coursework, a student will be able to craft long-term and short-term goals and public relations objectives and implement media plans for meeting those goals.

Required courses: **

COMMGRAD 6027	Seminar in Strategic Communication *	6
COMMGRAD 6045	Seminar in Communication Education	3
COMMGRAD 6046	Seminar in Visual and Digital Media	3
Total Hours		12

* Repeat course (variable topic) up to 6 hrs

**Can Substitute up to 3 hours of the 12 hours as Readings in Communication or Studies in Communication with advisor approval.

Strategic Leadership and Innovation Graduate Certificate

Strategic Leadership and Innovation Certificate

This certificate, offered through the UNI MBA program, provides a comprehensive understanding of key management topics, including strategic planning, marketing management, leadership, and creative problem-solving.

MKTG 6170	Marketing Management	3
MGMT 6250	Business Strategy	3
MGMT 6260	Leading People, Driving Success: Leadership and HR Management	3
MGMT 6266	Innovative Thinking & Creative Problem Solving	3
Total Hours		12

Strategist I Mild/Moderate K-8 Graduate Certificate

Strategist 1 Mild/Moderate K-8 Certificate

The Strategist 1 Graduate Certificate invites licensed and practicing teachers to complete the endorsement program (ED 260) in Strategist 1: Mild/Moderate Disabilities at the graduate level. This Graduate Certificate and endorsement pathway serves students in Grades K-8. This certificate may be stacked into the MAE in Transformative Education (p. 475).

Required:

SPIE 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPIE 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	3
SPIE 4161/5161	Constructions of Behavior and Humanistic Supports	3
SPIE 4162/5162	Specialized Assessment and Instruction for Students with Disabilities	3
SPIE 4163/5163	Field Experience in Specialized Assessment, Instruction and Management in Special Education (K-8)	3
SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12)	3
or SPIE 6171	Creating, Sustaining, and Evaluating Inclusive Learning Environments (K-12)	
SPIE 4172/5172	Differentiated & Intensive Methods in Literacy & Mathematics: Elementary Mild/Mod Disabilities (K-8)	3
SPIE 4194/5194	Experience in Special & Inclusive Educ: Prac 2, Instructional Strategist I K-8	3
Total Hours		24

Strategist I Mild/Moderate 5-12 Graduate Certificate

Strategist 1 Mild/Moderate 5-12 Certificate

The Strategist 1 Graduate Certificate invites licensed and practicing teachers to complete the endorsement program (ED 261) in Strategist 1: Mild/Moderate Disabilities at the graduate level. This Graduate Certificate and endorsement pathway serves students in Grades 5-12. This certificate may be stacked into the MAE in Transformative Education (p. 475).

Required:

SPIE 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPIE 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	3
SPIE 4161/5161	Constructions of Behavior and Humanistic Supports	3
SPIE 4162/5162	Specialized Assessment and Instruction for Students with Disabilities	3
SPIE 4163/5163	Field Experience in Specialized Assessment, Instruction and Management in Special Education (K-8)	3
SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12)	3
or SPIE 6171	Creating, Sustaining, and Evaluating Inclusive Learning Environments (K-12)	
SPIE 4173/5173	Instructional Methods for Inclusive Learning (5-12)	3
SPIE 4195/5195	Experience in Special & Inclusive Educ: Prac 2, Instructional Strategist I 5-12	3

Total Hours **24**

Strategist II Behavioral Disorder/Learning Disability K-12 Graduate Certificate

Strategist 2 Behavioral Disorder/Learning Disability K-12 Certificate

The Strategist 2 Graduate Certificate invites licensed and practicing teachers to complete the endorsement program (ED 263) in Strategist 2: Behavioral Disorders and Learning Disabilities at the graduate level. This Graduate Certificate and endorsement pathway serves students in Grades K-12. This certificate may be stacked into the MAE in Transformative Education (p. 475).

Required:

SPIE 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPIE 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	3
SPIE 4161/5161	Constructions of Behavior and Humanistic Supports	3
SPIE 4162/5162	Specialized Assessment and Instruction for Students with Disabilities	3

Graduate Majors and Certificates

SPIE 4163/5163	Field Experience in Specialized Assessment, Instruction and Management in Special Education (K-8)	3
SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12)	3
or SPIE 6171	Creating, Sustaining, and Evaluating Inclusive Learning Environments (K-12)	
SPIE 4174/5174	Methods and Strategies for Students with Social-Emotional Behavioral and Learning Needs (K-12)	3
SPIE 4197/5197	Exp in Special & Inclusive Ed: Prac 2, Instr Strat II Behavior Disorders/Learning Disabilities K-12	3
Total Hours		24

Strategist II Intellectual Disability K-12 Graduate Certificate

Strategist 2 Intellectual Disability K-12 Certificate

The Strategist 2 Graduate Certificate invites licensed and practicing teachers to complete the endorsement program (ED 264) in Strategist 2: Intellectual Disabilities at the graduate level. This Graduate Certificate and endorsement pathway serves students in Grades K-12. This certificate may be stacked into the MAE in Transformative Education (p. 475).

Required:

SPIE 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPIE 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	3
SPIE 4161/5161	Constructions of Behavior and Humanistic Supports	3
SPIE 4162/5162	Specialized Assessment and Instruction for Students with Disabilities	3
SPIE 4163/5163	Field Experience in Specialized Assessment, Instruction and Management in Special Education (K-8)	3
SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12)	3
or SPIE 6171	Creating, Sustaining, and Evaluating Inclusive Learning Environments (K-12)	
SPIE 4173/5173	Instructional Methods for Inclusive Learning (5-12)	3

SPIE 4196/5196	Experience in Special & Inclusive Ed: Prac 2, Instr Strategist II Intellectual Disability K-12	3
Total Hours		24

Transformative Education Graduate Certificate

Transformative Education Certificate

This graduate certificate is comprised of four 3-credit classes with four recurring themes that run throughout the four courses. The four recurring themes include theory to practice, research, leadership, and policy, ethics, and law. This certificate may be stacked into the MAE in Transformative Education (p. 475).

Required:

CI 6118	Exploring Transformative Education	3
CI 6119	Engaging Transformative Education	3
CI 6120	Critiquing Transformative Education	3
CI 6121	Creating Transformative Education	3
Total Hours		12

Visual Communication and Digital Media Graduate Certificate

Visual Communication and Digital Media Certificate

Based in the emphasis areas of digital media, rhetoric, and performance, the Visual Communication and Digital Media certificate demonstrates mastery in how to create, disseminate, and critique mediated images. Upon completion of the requisite coursework, a student will be to identify what makes effective, inclusive, and evocative imagery, and how to use that knowledge to create or disseminate media.

Required courses: **

COMMGRAD 6046	Seminar in Visual and Digital Media *	6
COMMGRAD 6044	Seminar in Performance Studies	3
COMMGRAD 6014	Seminar in Rhetoric	3
Total Hours		12

* Repeat course (variable topic) up to 6 hrs.

**Can Substitute up to 3 hours of the 12 hours as Readings in Communication or Studies in Communication with advisor approval.

Women's and Gender Studies Graduate Certificate

Women's and Gender Studies Certificate

The Graduate Certificate in Women's and Gender Studies is under the jurisdiction of the College of Social and Behavioral Sciences.

The Graduate Certificate in Women's and Gender Studies (WGS) provides students the opportunity to be exposed to the rapidly expanding interdisciplinary scholarship on women's and gender studies. This program is designed for students currently enrolled in a graduate program at UNI and are seeking a graduate certificate in WGS. The WGS graduate certificate requires 12 credit hours, which must be successfully completed during a five year period to earn the certificate. At least nine hours have to be completed at UNI and at least six of the 12 hours have to be at the 6000-level. Courses fulfilling the certificate program may be used to meet the requirements in a degree program in accordance with the policies of the Graduate College.

Curriculum requirements consist of one core course and a minimum of nine credit hours of electives. Students must take at least six credit hours of elective course work outside the degree-granting program. Students may petition the Director of WGS to add a relevant course. For more information, contact the Women's and Gender Studies office, Sabin 225, wgs@uni.edu, or csbs.uni.edu/womenstudies.

Required

Select one of the following: 3

Humanities:

WGS 6289	Graduate Seminar in Women's and Gender Studies: Comparative Feminist Theories

Sociology:

SOC 4071/5071	Feminist Theories in the Social Sciences

Electives 9

Must choose one course from the Social Sciences Category A, one course from the Humanities Category B, and one course from either A, B, or the Experimental Category C.

Category A: Social Sciences

Educational Psychology:

EDPSYCH 4188/5188	Current Approaches to Multicultural Education

Design, Textiles, Gerontology, & Family Studies:

FAM SERV 3145/5145	Violence in Intimate Relationships

Political Science:

POLSCI 4142/5142	Problems in Juvenile and Family Law

History:

HIST 4260/5260	United States Women's History
HIST 4690/5690	Modern European Women's History

Sociology/Criminology:

SOC 3045/5045	Social Inequality
SOC 4071/5071	Feminist Theories in the Social Sciences
CRIM 4331/5331	Women, Crime and Society

Category B: Humanities

Communication and Media:

COMM 4446/5446	Voices from the Margin: Performance, Rhetoric, and Social Change
COMM 4346/5346	Gender Issues in Communication

Languages and Literatures:

ENGLISH 4120/5120	Literature, Gender and Intersectionality

Humanities:

HUM 3160/5160	Black Women in America: Challenge, Spirit, Survival
WGS 6289	Graduate Seminar in Women's and Gender Studies: Comparative Feminist Theories

Category C: Experimental

Social Science:

WGS 3195/5195	Internship in Women's and Gender Studies
Practicum that has a gender focus and is advised by a WGS faculty member.	

Total Hours 12

Advanced Studies Certificates

Artist Diploma Advanced Studies Certificate

Artist Diploma (I) and (II) Advanced Studies Certificates

The Artist Diploma is a non-degree-granting professional program awarded by the School of Music for the successful completion of performance studies combined with general music studies. The curricular content of the proposed Artist Diploma program is designed to provide the student aspiring toward a professional career the opportunity to study and perform solo literature and chamber music without taking all the academic course requirements of a masters degree.

The Artist Diploma serves the needs of international and national students who are extremely talented, career minded, and dedicated to the art of music-making. Admission is considered once the student has completed a baccalaureate degree, or the international equivalent, and taken an in-person audition (a recording would be accepted if the in-person audition would pose undue hardship). Applicants not holding the baccalaureate degree or its equivalent, but who have extensive study with a master teacher and noted performing experience, may apply. Interested students should contact the Associate Director of Graduate Studies within the School of Music.

Students may pursue the Artist Diploma I concurrently with or in addition to a graduate degree program in music. Only four (4) elective credits (no applied or ensemble credits) may be double counted. Admission to a graduate degree program in music does not guarantee admission to the Artist Diploma certificate program; a separate audition is required.

Artist Diploma (I)

Diploma (I) requires a minimum of 15 hours in the following program:

Required		
Applied Music: MUS APPL 6xxx		6
Ensemble, or chamber ensemble, or opera performance, or accompanying:		2
Electives in music *		7
MUS APPL 6890	Diploma Recital (must complete one recital and register for Diploma Recital during the semester in which recital is completed)	0
Total Hours		15

* Courses must be selected from 5000-level and 6000-level offerings available during the period of residency. Vocal students may include up to 3 hours of graduate foreign language study. Only 2 hours of ensemble credits beyond the requirements will count toward music electives. No additional applied music hours will count toward music electives. No applied or ensemble credits from another institution may be transferred for the Artist Diploma.

Additional requirements:

- Applied jury examination as required;
- One full solo recital (Diploma recital);
- All course work must be completed with a grade of B or higher, and applied study and Diploma I recital with a grade of A.

Artist Diploma (II)

Diploma (II) requires a minimum of 30 hours in the following program:

Required		
Applied Music: MUS APPL 6xxx:		12
Ensemble, or chamber ensemble, or opera performance, or collaborative playing:		4
Electives in music *		14
MUS APPL 6890	Diploma Recital (must complete two recitals and register for Diploma Recital during each semester in which recitals are completed)	0
Total Hours		30

* Courses must be selected from 5000-level and 6000-level offerings available during the period of residency. Vocal students may include up to 6 hours of graduate foreign language study. Only 4 hours of ensemble credits beyond the requirements will count toward music electives. No additional applied music hours will count toward music electives. No applied or ensemble credits from another institution may be transferred for an Artist Diploma certificate.

Additional requirements:

- Applied jury examination as required;
- Two full solo recitals (Diploma Recitals);
- All course work must be completed with a grade of B or higher, and applied study with a grade of A.

Clinical Mental Health Advanced Studies Certificate

Clinical Mental Health Counseling Advanced Studies Certificate

The Advanced Studies Certificate in Clinical Mental Health Counseling is an 18-hour graduate certificate focused on training school counselors to gain specific training in clinical mental health counseling. This certificate would allow students to complete the educational requirements to be eligible for licensure in mental health counseling.

The certificate program will be delivered in a cohort model starting each summer term. Students admitted will be required to take all courses in the certificate program in order to be eligible to take COUN 6290 Practicum in Counseling and COUN 6291 Internship.

Students must apply for the program and provide the following:

1. Qualifications
 - a. Masters in school counseling from a CACREP accredited program
 - b. 2 years counseling experience
2. Complete application due by April 1
 - a. Complete a transcript review by CCE through the Iowa Board of Behavioral Sciences. This will outline what courses the student will need to take in order to become licensed in the state of Iowa.
 - b. Application questions
 - c. Transcripts from all graduate institutions attended
 - d. 2 letters of recommendation
 - i. One from prior counseling supervisor who can speak to your clinical experiences
 - ii. One from an LMHC who would be willing to serve as a site supervisor for you in practicum and internship

Prerequisites: students must have a masters in school counseling from a CACREP accredited program.

Required

COUN 6207	Diagnosis and Psychopharmacology in Counseling	3
COUN 6405	Advanced Psychopathology and Treatment	3
COUN 6290	Practicum in Counseling	3
COUN 6291	Internship	6
Electives (select one of the following)		3
COUN 6805	Integrated Counseling Practice and Clinical Supervision	
COUN 6286: Studies in Counseling *		
Total Hours		18

* Each summer, COUN 6286 courses are offered on various topics that could be used as electives.

Director of Special Education Advanced Studies Certificate Director of Special Education Advanced Studies Certificate

Designed for those with a master's degree, seeking an endorsement to serve as an AEA Director. Program coursework would also be appropriate for individuals interested in serving in leadership positions for PK-12 special education at the district, AEA, or state levels. Advance your skills in educational policy, facility planning, human resources, theories, and philosophies as they relate to special education. This endorsement fulfills the requirements for Iowa Endorsement #239.

Required:

SPIE 6261	Special Education Law & Policy II	3

SPIE 6278	Administration of Special Education	3
SPIE 6280	Mediation and Conflict Resolution	3
SPIE 6289	Seminar	3
SPIE 6290	Practicum	3
Total Hours		15

Educational Leadership Advanced Studies Certificate Educational Leadership Advanced Studies Certificate

Emphasis: Principalship

This is a post-master's program consisting of a minimum of 35 semester hours leading to the issuance of an Advanced Studies Certificate in Educational Leadership. The purpose of this program is to allow the student to broaden and sharpen their skills in competency areas. This is solely for the purpose of gaining endorsement in the Principalship.

The program will consist of a minimum of 35 semester hours in graduate studies in the area of educational leadership and/or related studies.

Required

Measurement and Research:		
MEASRES 6205	Educational Research	3
Special Education:		
SPIE 6260	Special Education Law and Policy	3
Educational Leadership:		
EDLEAD 6248	Leading Instruction in Schools	3
EDLEAD 6206	Orientation to Educational Leadership Standards	2
EDLEAD 6232	School Governance, Law and Intersystems Relations	3
EDLEAD 6245	Leadership for Effective Schools	2
EDLEAD 6247	School Management for Student Learning	3
EDLEAD 6249	Leading Learning, Teaching, and Curriculum	3
EDLEAD 6282	Leading School Growth and Improvement	2
EDLEAD 6284	Evaluator Approval for Improved Student Learning	3
EDLEAD 6289	Seminar in Educational Leadership	2
EDLEAD 6225 or EDLEAD 6235	Activities Administration Community Connections	2
Educational Leadership Internship:		
EDLEAD 6291	Internship	3

Graduate Majors and Certificates

EDLEAD 6292	Capstone to Educational Leadership	1
Total Hours		35

Emphasis: Superintendency Preparation Program

The superintendent preparation program consists of 33 hours which includes a four hour Seminar in Educational Leadership delivered in three separate segments (2 credit hours, 1 credit hour, 1 credit hour); six 3-credit hour courses, one 2-credit hour course, and 9 credit hours of internship requiring 450 contact hours in multiple school districts.

Required

Educational Leadership:		
EDLEAD 7310	Human Resource Administration	3
EDLEAD 7311	Educational Leadership and Systems Change	3
EDLEAD 7315	Leading Teaching, Learning and Assessment	3
EDLEAD 7318	Evaluation of Administrators	2
EDLEAD 7319	Power, Politics, and Ethics in School District Leadership	3
EDLEAD 7340	Funding the Educational Program for Improved Student Achievement	3
EDLEAD 7346	School Business Management	3
Educational Leadership seminar:		
EDLEAD 7389	Seminar in Educational Leadership *	4
Educational Leadership work toward development of internship plan:		
EDLEAD 7391	Internship in Educational Leadership	1
Educational Leadership internship:		
EDLEAD 7391	Internship in Educational Leadership	8
Total Hours		33

* 2 credit hours (four Saturdays); 1 credit hour (2 days each summer).

Internship

The nine credit hours of internship is designed to "provide opportunities for candidates to identify and experience the complexities of the superintendency in a structured, accountable manner."

To ensure that candidates have a range of experiences and "the program provides opportunities for candidates to identify and experience the complexities of the superintendency in a structured, accountable manner," each course in the Superintendent Preparation Program will have a knowledge module (what the superintendent should know) and a field performance module (what the superintendent should be able to do).

The internship requires a minimum of 450 hours. The field performance module (course assigned internship activities) requirements are expected to total between 210 and 280 hours. In

addition to the course assigned internship activities, the candidate's Internship Plan will be guided by experience needs of the candidate in the areas of Leader of Learners, Leader of Service, and Leader of Change.

The Internship requires a meaningful long-term (substantial) clinical experience within a district. This extended experience combines with the performance module (course assigned) internship activities to form the candidate's Internship Plan.

Each candidate will have a lead mentor, approved by the Educational Leadership faculty, who will guide the candidate throughout the internship experience. Even though some clinical experiences may take place in another district or districts, the lead mentor will serve as a sounding board while providing coaching and support. In addition to the lead mentor, each candidate will have at least one other mentor (mentor with special expertise), approved by the faculty, to ensure diversity of school size, diversity of thought, diversity of expertise, and diversity of experiences. While a candidate may use a mentor from their district of employment who meets the Mentor Selection Criteria, the candidate must also have an approved mentor (lead mentor or mentor with special expertise) outside the district of employment.

Assessment

A performance-based program requires evidence that Iowa Standards for School Leaders (ISSL) and 16 superintendent leadership exit proficiencies are met. Standards and proficiencies must be demonstrated through work products that clearly show skill development and an expansive knowledge base.

Inclusive Education Advanced Studies Certificate

Inclusive Education Advanced Studies Certificate

The Inclusive Education certificate is a thirteen (13) credit hour program designed to provide practicing educators the knowledge, skills, and dispositions needed to design and implement inclusive education in Pre K-12 schools.

SPIE 6260	Special Education Law and Policy	3
SPIE 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPIE 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	3
SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12) (Note: Prerequisites will be waived for the Inclusive Education Certificate)	3

SPIE 4191/5191	Experience in Special & Inclusive Education: Birth - 3 Years	1
Total Hours		13

SPIE 6245	Collaborative Consultation II: The Process	3
SPIE 6260	Special Education Law and Policy	3
SPIE 6289	Seminar	3
SPIE 6290	Practicum	3
Total Hours		15

Special Education Instructional Coaching Advanced Studies Certificate

Special Education Instructional Coaching Advanced Studies Certificate

Applicants for the Special Education Instructional Coaching Certificate must hold a master's degree in special education or complete 30 semester hours of college coursework in the special education content area. The applicant must have four years of successful teaching experience, two of which must be in special education.

The purpose of this certificate program is to improve outcomes for students with disabilities by recruiting and preparing highly-qualified special education graduates to serve as special education instructional coaches in Local Education Agencies (LEAs) and Area Education Agencies (LEAs) across Iowa. The coaches will be prepared to provide on-site, personalized professional development to PK-12 general and special educators to enhance the implementation of evidence-based practices with high-need students with disabilities. The certificate program utilizes a distance education format [Adobe Connect with E-Learning Blackboard and on-line learning] to allow greater access to scholars across the state who are working professionals, people with child care considerations, and people living in geographically isolated areas. The distance education approach will assist in expanding the reach of the certification program and promoting diversity of the special education workforce. This *Special Education Instructional Coaching* certificate program will be directed from within the Department of Special Education's pre-existing Master of Arts in Education (MAE) – Consultation Emphasis Program.

The certificate program addresses state-wide critical needs for special education instructional coaches to assist teachers in the implementation of evidence-based practices for students with disabilities. Scholars will exit the program with a special education coaching certificate. Special education graduate students will be prepared with the necessary competencies to be highly effective special education instructional coaches and consultants using evidence-based pedagogical practices that result in improvements in learning and developmental outcomes (e.g., academic, social, emotional, behavioral) and successful transition to postsecondary education and the workforce. Concurrent field-based practica will provide authentic opportunities for the students to apply competencies, resulting in specified performance tasks and portfolio products. For the practicum course, each student will be assigned a mentor from the LEA or AEA who is currently serving as an instructional coach or special education teacher.

The required coursework and practica include:

SPIE 6240	Collaborative Consultation I: The Relationship	3

Course Descriptions

Course Descriptions

- ACCT: Accounting (p. 491)
- ACT SCI: Actuarial Science (p. 492)
- ANTH: Anthropology (p. 493)
- ART: Art Studio (p. 495)
- ARTED: Art Education (p. 497)
- ARTHIST: Art History (p. 498)
- ASL: American Sign Language (p. 499)
- AT: Athletic Training (p. 499)
- BIOL: Biology (p. 501)
- BUSINESS: Business Administration, Interdepartmental (p. 505)
- CAP: Capstone (p. 506)
- CHEM: Chemistry and Biochemistry (p. 508)
- CHIN: Chinese (p. 510)
- CI: Curriculum Instruction (p. 510)
- CM CORE: Communication and Media Core (p. 511)
- COMM: Communication and Media (p. 511)
- COMM DM: Communication and Media: Digital Media (p. 514)
- COMM PR: Communication and Media: Public Relations (p. 515)
- COMMGRAD: Communication and Media Graduate (p. 516)
- CONSTR: Construction Management (p. 517)
- COUN: Counseling (p. 518)
- CRIM: Criminology (p. 521)
- CS: Computer Science (p. 523)
- CS ED: Computer Science Education (p. 526)
- CSD: Communication Sciences and Disorders (p. 526)
- CTE: Career Technical Education (p. 528)
- EARTHSCI: Earth Science (p. 529)
- ECE: Early Childhood Education (p. 531)
- ECIE: Early Childhood Inclusive Education (p. 531)
- ECON: Economics (p. 532)
- EDLEAD: Educational Leadership (p. 534)
- EDPSYCH: Educational Psychology (p. 535)
- EDUC: Education (p. 538)
- ELEMECML: Elementary, Early Childhood and Middle Level Education (p. 546)
- ELSPED: Elementary and Special Education (p. 547)
- ENGLISH: English Language and Literature (p. 548)
- ENGR: Engineering (p. 553)
- ENTR: Entrepreneurship (p. 554)
- ENV SCI: Environmental Science (p. 554)
- FAM SERV: Family Services (p. 554)
- FIN: Finance (p. 555)
- FREN: French (p. 557)
- GEOG: Geography (p. 558)
- GER: German (p. 561)
- GERO: Gerontology (p. 562)
- HIST: History (p. 563)
- HRCS: Health, Recreation and Community Services (p. 567)
- HUM: Humanities (p. 567)
- IA LL: Iowa Lakeside Laboratory (p. 568)
- INTDEPED: Education, Interdepartmental (p. 570)
- INTDSGN: Interior Design (p. 571)
- KAAHS: Kinesiology, Allied Health and Human Services, Interdepartmental (p. 572)
- KINES: Kinesiology (p. 573)
- LANG: Languages (p. 577)
- LIBRARY: Library (p. 578)
- LITED: Literacy Education (p. 578)
- LRNTECH: Learning Technologies (p. 579)
- MATH: Mathematics (p. 581)
- MEASRES: Measurement and Research (p. 586)
- MGMT: Management (p. 587)
- MIL SCI: Military Science (p. 590)
- MKTG: Marketing and Entrepreneurship (p. 591)
- MUS APPL: Music, Applied (p. 593)
- MUS ED: Music Education and Methods (p. 597)
- MUS ENS: Music Ensembles (p. 598)
- MUS HIST: Music History (p. 599)
- MUS LIT: Music Literature (p. 600)
- MUS TECH: Music Techniques (p. 600)
- MUS THEO: Music Theory (p. 601)
- MUSIC: Music (p. 603)
- NUR: Nursing (p. 603)
- PH: Public Health (p. 605)
- PHIL: Philosophy (p. 607)
- PHYSICS: Physics (p. 609)
- POLSCI: Political Science (p. 612)
- POSTSEC: Postsecondary Education: Student Affairs (p. 615)
- PRODINNO: Product Innovation (p. 616)
- PSM: Professional Science Master's (p. 616)
- PSYCH: Psychology (p. 617)

- PUBPOL: Public Policy (p. 620)
- RELS: Religion (p. 620)
- RTNL: Recreation, Tourism and Nonprofit Leadership (p. 622)
- SCI ED: Science Education (p. 625)
- SLS: School Library Studies (p. 626)
- SOC SCI: Social Science (p. 627)
- SOC: Sociology (p. 627)
- SOCFOUND: Social Foundations (p. 630)
- SOCSCIED: Social Science Education (p. 631)
- SPAN: Spanish (p. 631)
- SPIE: Special and Inclusive Education (p. 633)
- STAT: Statistics (p. 637)
- SW: Social Work (p. 638)
- TEACHING: Teaching (p. 643)
- TECH: Technology (p. 643)
- TECH TEE: Technology Engineering Education (p. 648)
- TESOL: TESOL/Applied Linguistics (p. 649)
- TEXDSGN: Textiles and Apparel (p. 650)
- THEATRE: Theatre (p. 650)
- UNIV: University, Interdisciplinary (p. 653)
- WGS: Women's and Gender Studies (p. 653)

ACCT: Accounting

No upper level (100/3000-level and above) accounting courses may be taken on a credit/no credit or audited basis without written consent of the department head or director of the MAcc, except ACCT 3090, ACCT 3092/5092, ACCT 3179, and ACCT 6090.

Courses

ACCT 2120. Principles of Financial Accounting — 3 hrs.

Introduction to reporting financial information regarding the operating, investing and financing activities of business enterprises to present and potential investors, creditors, and others. Regression note: Subsequent to successfully completing a 100/3000/4000-level Accounting course, neither ACCT 2120 nor ACCT 2130 may be repeated. Prerequisite(s): sophomore standing. (Fall, Spring, Summer)

ACCT 2130. Principles of Managerial Accounting — 3 hrs.

Introduction to processes leading to information useful to decision-makers responsible for an accounting entity's activities. Includes product costing, cost behavior, budgeting, performance analysis, and relevant costs. Regression note: Subsequent to successfully completing a 100/3000/4000-level Accounting course, neither ACCT 2120 nor ACCT 2130 may be repeated. Prerequisite(s): C- or better in ACCT 2120; sophomore standing. (Fall, Spring, Summer)

ACCT 3055. VITA: Individual Income Tax Preparation — 2 hrs.

The Volunteer Income Tax Assistance Program (VITA) is sponsored by the IRS. VITA volunteers prepare federal and state income tax returns at no charge for low-income individuals. May be repeated one time for maximum of 4 hours. Prerequisite(s): ACCT 4150. (Spring)

ACCT 3075. Legal and Ethical Concepts for Accountants — 3 hrs.

Study of ethical and legal concepts including the ethical context of law, the Constitution, contracts, UCC, secured transactions, business

organizations, bankruptcy, agency, torts, employment, and property. Ethical considerations of all topics are analyzed. Prerequisite(s): junior standing. (Fall)

ACCT 3090. Internship -- Accounting — 2-8 hrs.

Full-time accounting internship for minimum of eight weeks. Offered on credit/no credit basis only. Prerequisite(s): 2.70 cumulative UNI GPA; junior standing; consent of department head. (Fall, Spring, Summer)

ACCT 3092/5092. Special Problems -- Accounting — 1-3 hrs.

Directed readings, reports, and/or projects. Offered on credit/no credit basis only. Prerequisite(s): junior standing; consent of department head. (Fall, Spring, Summer)

ACCT 3094. Individual Readings — 1-3 hrs.

Directed readings and reports. May be repeated for maximum of 6 hours. Prerequisite(s): consent of department head or MAcc coordinator. (Fall, Spring, Summer)

ACCT 3120. Intermediate Accounting I — 3 hrs.

In-depth coverage of the theory and practice of financial accounting for assets, including accounting standards/concepts development, time value of money, and revenue recognition. Prerequisite(s): ACCT 2120; ACCT 2130; junior standing. (Fall and Spring)

ACCT 3122. Intermediate Accounting II — 3 hrs.

In-depth coverage of the theory and practice of financial accounting for liabilities and equity, including earnings per share, deferred taxes, pensions, leases, accounting changes, error corrections, and cash flows. Prerequisite(s): ACCT 2120; ACCT 2130; C- or better in ACCT 3120; junior standing. (Fall and Spring)

ACCT 3130. Cost Accounting and Analysis — 3 hrs.

Management use of accounting data to aid in product costing, performance analysis, budgeting, and other operating decisions. Prerequisite(s): ACCT 2120; ACCT 2130; junior standing. (Fall and Spring)

ACCT 3140. Accounting Information Systems and Analytics — 3 hrs.

Analysis of computer-based accounting information systems and how organizations capture, record, store, secure, process, report, and analyze accounting data and information. Prerequisite(s): ACCT 2120; ACCT 2130; C- or better in ACCT 3120; MGMT 2080; junior standing. (Fall and Spring)

ACCT 3179. Cooperative Education in Accounting — 1-3 hrs.

Offered on credit/no credit basis only. May be repeated for maximum of 6 hours. (Fall, Spring, Summer)

ACCT 4025/5025. Advanced Accounting — 3 hrs.

Accounting for business combinations, foreign currency translation, consolidations, and derivatives and hedging. Prerequisite(s): ACCT 2120; ACCT 2130; ACCT 3120; ACCT 3122; junior standing. (Fall and Spring)

ACCT 4052. Advanced Income Tax — 3 hrs.

Advanced income taxation as relates to corporations, partnerships, pass through entities, trusts, and estates. Examines a framework for integrating tax planning into accounting and business decisions. Prerequisite(s): ACCT 4150; junior standing. (Spring)

ACCT 4065/5065. Fraud Analytics — 3 hrs.

Examination of motivation, prevention, detection, investigation, and resolution of fraud. Prerequisite(s): ACCT 2120; ACCT 2130; ACCT 3120; ACCT 3122; ACCT 4160; ACCT 3140; MGMT 2080; junior standing. (Summer)

Course Descriptions

ACCT 4070/5070. Government and Not-for-Profit Accounting — 3 hrs.

In-depth coverage of the theory and practice of governmental and not-for-profit accounting. Includes financial reporting requirements for government-wide consolidations/reconciliations and ACFR. Prerequisite(s): ACCT 2120; ACCT 2130; ACCT 3120; ACCT 3122; junior standing. (Fall and Spring)

ACCT 4080/5080. CPA Professional Pathway - Financial Accounting and Auditing Prep — 3 hrs.

Intensive study of financial accounting and auditing. Designed to assist accounting students as they prepare for the CPA examinations. Prerequisite(s): ACCT 3122; ACCT 3130; ACCT 3140; ACCT 4150; ACCT 4160; junior standing or admission to Master of Accounting program. (Spring)

ACCT 4082/5082. CPA Professional Pathway - Regulation and Tax Prep — 3 hrs.

Intensive study of business law and income tax. Designed to assist accounting students as they prepare for the CPA examination. Prerequisite(s): ACCT 3122; ACCT 3130; ACCT 3140; ACCT 4150; ACCT 4160; junior standing or admission to Master of Accounting program. (Spring)

ACCT 4084/5084. CPA Professional Pathway - Discipline Specialty Prep — 3 hrs.

Intensive study of discipline specialty concepts to prepare accounting students for the discipline specialty section of the CPA examination. Prerequisite(s): ACCT 3122; ACCT 3130; ACCT 3140; ACCT 4150; ACCT 4160; junior standing or admission to Master of Accounting program. (Spring)

ACCT 4150. Income Tax — 3 hrs.

Introductory course in federal income taxation as applied to individuals and businesses; emphasis on income and expense recognition, individual taxation, and property transactions. Prerequisite(s): ACCT 2120; ACCT 2130; C- or better in ACCT 3120; junior standing. (Fall and Spring)

ACCT 4160. Auditing — 3 hrs.

Principles, practices, and procedures used to determine reliability of financial records and statements. Prerequisite(s): ACCT 2120; ACCT 2130; C- or better in ACCT 3120; ACCT 3122; ACCT 3140; junior standing. (Fall and Spring)

ACCT 4162/5162. Advanced Auditing — 3 hrs.

Use of professional judgment, critical thinking, and professional skepticism in applying the principles, practices, and procedures used in conducting financial statement audits. Prerequisite(s): ACCT 2120; ACCT 2130; C- or better in ACCT 3120; ACCT 3122; ACCT 3140; ACCT 4160; junior standing. (Variable)

ACCT 6030. Accounting for Business Management — 3 hrs.

Use of accounting data in managerial decision-making process and in the analysis and control of business operations. Prerequisite(s): ACCT 2120 or equivalent; consent of MBA Director or MAcc Director. (Variable)

ACCT 6052. Advanced Tax Topics — 3 hrs.

Covers advanced issues related to income taxation of corporations, partnerships, S corporations and fiduciaries, and estate and gift taxes. Emphasis on conceptual understanding and problem solving. Prerequisite(s): ACCT 4150; admission to MAcc program. (Spring)

ACCT 6090. Graduate Internship in Accounting — 1-6 hrs.

Offers students enrolled in the Master of Accounting Program an opportunity to apply classroom learning in a professional accounting

environment. Offered on credit/no credit basis only. Prerequisite(s): admission to MAcc program; consent of MAcc Coordinator. (Fall, Spring, Summer)

ACCT 6092. Topics in Accounting: Fraud Examination — 1-3 hrs.

Selected topics in Accounting. May be repeated for maximum of 6 hours. Anticipated typical credit of 1 hour. Prerequisite(s): consent of MBA Director or admission to MAcc program. (Variable)

ACCT 6120. Financial Accounting Theory and Analysis — 3 hrs.

In-depth review and analysis of theoretical foundations of corporate financial reporting. Prerequisite(s): admission to MAcc program. (Fall)

ACCT 6140. Business Analytics in Accounting — 3 hrs.

Provides an in-depth understanding of data analytics in various areas of accounting (audit, tax, financial and managerial). Topics will include current analytics tools, management of analytics projects, as well as governance and internal control issues from current practice. Prerequisite(s): ACCT 3140; MGMT 2080; admission to MAcc program. (Fall)

ACCT 6170. Business Law for the Professional Accountant — 3 hrs.

Topics necessary for accounting professionals including contracts, UCC, commercial paper, secured transactions, and bankruptcy. Prerequisite(s): admission to MAcc program. (Fall)

ACCT 6175. Applied Professional Research — 3 hrs.

Study and application of research methods for accounting professionals in financial accounting, auditing, and tax with emphasis on communication and analytic skills. Prerequisite(s): ACCT 4150; ACCT 4160; admission to MAcc program. (Fall)

ACCT 6285. Individual Readings — 1-4 hrs.

Directed readings and reports. May be repeated for maximum of 4 hours. Prerequisite(s): consent of MBA Director and department head, or consent of MAcc Coordinator. (Fall, Spring, Summer)

ACCT 6289. Seminar in Contemporary Issues in Accounting — 3 hrs.

Seminar on topics offered on a rotating basis. Offerings include contemporary issues in auditing, tax planning, international tax and accounting, and accounting theory. May be repeated one time for additional credit. Prerequisite(s): consent of MBA Director or admission to MAcc program. (Variable)

ACCT 6299. Research — 1-3 hrs.

May be repeated for credit. Prerequisite(s): consent of MBA Director and department head, or consent of MAcc Coordinator. (Fall, Spring, Summer)

ACT SCI: Actuarial Science

TO MEET ANY COURSE PREREQUISITE, GRADE OF C- OR HIGHER IS REQUIRED IN THE PREREQUISITE COURSE.

Courses

ACT SCI 3731. Actuarial Examination Preparation — 3 hrs.

Strengthening student skills solving computational problems similar to those included on actuarial examinations. Analyzing and practicing appropriate choice of problem solving techniques and strategies. May be repeated for credit for preparation for different examinations. (Fall and Spring)

ACT SCI 3780/5780. Mathematics of Finance — 3 hrs.

Measurement of interest, annuities, yield rates, amortization and sinking funds, bonds, term structure of interest rates,

interest rate sensitivity, stocks and derivatives, elements of risk management. Prerequisite(s): MATH 1420; junior standing. (Same as MATH 3780/5780) (Spring)

ACT SCI 3790. Introduction to Actuarial Science — 1 hr.
Fundamental concepts of actuarial science; actuarial areas of practice; connections between coursework and actuarial practice; key competencies for actuaries, development of computing and communications skills in the context of actuarial science. Prerequisite(s): ACT SCI 3780/5780/MATH 3780/5780. (Variable)

ACT SCI 4735/5735. Actuarial Mathematics — 3 hrs.
Survival distributions and life tables, life insurance, life annuities, benefit premiums. Prerequisite(s): MATH 3752/5752; junior standing. (Fall)

ACT SCI 4739/5739. Topics in Actuarial Science — 3 hrs.
Topics from mathematics of life contingencies, risk theory, survival analysis, construction of actuarial tables, demography, gradation. May be repeated on different topic with consent of instructor. Prerequisite(s): MATH 3752/5752; junior standing. (Variable)

ACT SCI 4785/5785. Introduction to Financial Engineering — 3 hrs.
Financial derivatives, option pricing, Binomial model, Black-Scholes formula, Greeks and hedging, introduction to stochastic calculus, financial model simulation, Monte-Carlo valuation. Prerequisite(s): MATH 3752/5752; junior standing. (Variable)

ACT SCI 4788/5788. Loss Models — 3 hrs.
Applied probability methods used in modeling loss. Loss distributions, aggregate loss models, credibility theory and long term models. Prerequisite(s): MATH 3752/5752; STAT 3775/5775; junior standing. (Spring)

ACT SCI 6735. Advanced Actuarial Mathematics — 3 hrs.
Survival models for multiple state contingent cashflows, premium and policy valuation for long-term state-dependent coverages, joint life insurance and annuities, profit analysis, pension plans and retirement benefits, universal life insurance, embedded options in life insurance and annuity products. Prerequisite(s): ACT SCI 4735/5735. (Spring)

ACT SCI 6784. Predictive Analytics in Insurance I — 3 hrs.
Predictive modeling and forecast evaluation, exponential dispersion family, actuarial applications of generalized linear models, model validation and diagnostic tools, regression and classification trees, bagging trees and random forests, boosting trees, and measures for model comparison. Prerequisite(s): STAT 4786/5786; STAT 4772/5772. (Fall)

ACT SCI 6785. Predictive Analytics in Insurance II — 3 hrs.
Basic concepts of data pipeline, database management, relational databases, and data quality; applications of additive models, linear mixed models, neural networks, and Bayesian techniques in predictive analytics; accuracy, explainability, interpretability, and ethical foundations of predictive analytics models; communication and justification of a recommended analytics solution. Prerequisite(s): ACT SCI 6784. (Spring)

ACT SCI 6788. Advanced Loss Models — 3 hrs.
Construction and selection of parametric loss models, credibility, pricing and reserving for short-term insurance coverages, fundamentals of option pricing. Prerequisite(s): ACT SCI 4788/5788. (Spring)

ANTH: Anthropology Courses

ANTH 1001. Bones & Stones: The Science of Human Origins — 3 hrs.

This course will focus on the study of human origins employing scientific methods and theories derived from biological anthropology and archaeology. Students will get hands-on experience with various lines of scientific evidence to help develop a deeper understanding of their place in the world by understanding how we got here, tracing that route from our primate past, to becoming bipedal, tool-making, fire users who eventually spread across the globe and created increasingly complex societies. (Fall and Spring)

ANTH 1002. Introduction to Cultural Anthropology — 3 hrs.
Introduction to examining the human condition in cross-cultural perspective. Consideration of the diversity and commonality among human cultures and societies. Includes experiences and perspectives from a wide range of human groups by examining their technologies, economic systems, family life, political structures, art, languages, and religious beliefs and practices. (Fall and Spring)

ANTH 1003. Bones & Stones: The Science of Human Origins Laboratory — 1 hr.

This laboratory course is offered as a supplement to the course Bones and Stones: The Science of Human Origins. Laboratory exercises are designed to introduce students to the scientific method and explore topics including human variation, human and non-human primate anatomy, the primate/hominin fossil record, the archaeology of early humans and other resources to investigate processes that affect human origins. (Fall and Spring)

ANTH 2003. People of the Great Lakes — 3 hrs.
Survey of Great Lakes cultures and societies from the Ice Age to the 21st century. (Fall and Spring)

ANTH 2005. Archaeology for Beginners — 3 hrs.
Introduction to how archaeologists reconstruct past societies from artifacts and ruins. Covers archaeological techniques from excavation to lab analysis. (Fall and Spring)

ANTH 2006. Archaeology for Beginners Laboratory — 1 hr.
This laboratory course is offered as a required supplement and co-requisite to the course Archaeology for Beginners. This course provides a practical introduction to the methods and techniques used by archaeologists in the field and laboratory. Students can expect to learn and practice archaeological techniques outdoors. Corequisite(s): ANTH 2005. (Fall and Spring)

ANTH 2018. Food and Culture — 3 hrs.
This course examines the relationship between human food and culture from a holistic and comparative perspective. Key issues related to food, nutrition, and culture will be considered. Major topics include sociocultural and ecological underpinnings of human nutrition and the evolution of the human food ways and food systems; sociocultural, symbolic, and medical uses of food; food and ethnicity; food and class; food and gender; industrial food, fast food, and traditional food; the political economy of food overconsumption and malnutrition; food and equality; and global food justice. (Variable)

ANTH 2300. World Prehistory and the Rise of Civilizations — 3 hrs.
Archaeology of human evolution from the appearance of Homo sapiens to earth's earliest societies with an emphasis on cultural

Course Descriptions

development of complex civilizations in the Middle East, Americas, Europe, Asia, and Africa. (Fall and Spring)

ANTH 2430. Bioarchaeology — 3 hrs.

This class focuses on the study of human skeletal remains from archaeological settings to aid in reconstructing the biological and cultural pasts of populations. The goals and objectives of this class are to provide the student with a basic knowledge of bioarchaeological theory, methods, and applications with an emphasis on the latest literature and research. The class will be grounded in the scientific approach. The student will leave the class with the ability to examine human skeletal remains with the intent of providing biocultural information about the identity of an individual and how it relates to the overall demographics of the population being studied. Prerequisite(s): ANTH 1001. (Odd Falls)

ANTH 3001. Language and Culture — 3 hrs.

Examination of how language use shapes and expresses cultural identity. Implications of linguistic diversity for world view, gender and ethnic identity, education, and cross-cultural communication. Prerequisite(s): PSYCH 1001 or SOC 1000 or ANTH 1002. (Variable)

ANTH 3010. Climate Change, Human Migration and Conflict — 3 hrs.

There is growing consensus among professionals in the intelligence and security fields that climate change has very real impacts on demographic displacement, vulnerability of growing masses of people to severe disasters (both natural and human-made) and that there are serious near- and long-term implications for national and global security. This course examines current and emerging forms of threats to nations and human communities that result, at least in part, from climate change. (Fall or Spring)

ANTH 3080/5080. Immigration and Transnationalism — 3 hrs.

Comparative multi-disciplinary perspective on international migration and immigrant settlement strategies, with a focus on Western Europe and the United States. Topics cover the main theoretical and contemporary debates within the field of international migration. Prerequisite(s): SOC 1000 or SOC 1060 or ANTH 1002; junior standing. [Same as SOC 3080/5080] (Variable)

ANTH 3102/5102. Culture, Disease, and Healing — 3 hrs.

Introduction to medical anthropology through examination of the interactions among culture, disease, and healing. Emphasis on non-Western medical systems. Topics include development of medical anthropology; the social fabric of health; the cultural context of health, illness, and disease. Prerequisite(s): SOC 1000 or ANTH 1002; junior standing. (Variable)

ANTH 3104/5104. Gender in Cross-Cultural Perspective — 3 hrs.

Evolutionary, biological, psychological, cognitive, social, and cultural theories of gender and gender inequality evaluated with respect to cross-cultural data. Prerequisite(s): PSYCH 1001 or SOC 1000 or ANTH 1002; junior standing. (Same as PSYCH 4608/5608) (Spring)

ANTH 3132. Native North America — 3 hrs.

Ethnographic survey of sociocultural systems developed by Native Americans north of Mexico. Emphasis on relationships that exist among ecological factors, subsistence techniques, social organizations, and belief systems; and the impact interactions with European and U.S. societies had on Indian lifestyles. (Same as HUM 3132) (Variable)

ANTH 3137. Native Central and South America — 3 hrs.

Ethnographic focus on the sociocultural systems of the indigenous peoples of Mesoamerica, Amazon Basin, and the Andean Highlands. Emphasis on inter-relationships among environment, history, social

organizations, and belief systems from a holistic and comparative perspective. (Same as HUM 3137) (Fall and Spring)

ANTH 3201. Physical Anthropology: History and Theory — 3 hrs.

Historical perspective on the development of evolutionary thought and how it changed ideas in physical anthropology, including the theoretical foundations of the "modern synthesis", the race concept, primate studies, paleoanthropology, and human ecology and adaptation. Prerequisite(s): ANTH 1001; junior standing. (Spring)

ANTH 3202/5202. Human Biological Variation — 3 hrs.

Exploration of the processes and origins of human biological variability, adaptability, and responses to a changing environment. Prerequisite(s): ANTH 1001; junior standing. (Spring)

ANTH 3420. Forensic Anthropology — 3 hrs.

Introduction to methods used in the recovery of unidentified human remains, their use in establishing identity, the post-mortem interval, pathological defects and traumatic insults and reconstructing the events surrounding death. Knowledge of the human skeletal anatomy preferred. Prerequisite(s): ANTH 1001. (Fall)

ANTH 3431/5431. Interpreting the Archaeological Record — 3 hrs.

Anthropological approaches to archaeology, including history of research; formation of archaeological record; research design, data collection, artifact analysis, classification, interpretation, dating, and inference. Prerequisite(s): ANTH 1001; ANTH 1002; 3 hours of 100/3000/4000-level archaeology or consent of instructor; junior standing. (Odd Falls)

ANTH 3440. Introduction to Museum Studies — 3 hrs.

Exploration of history, public mission, working environment, and ethical issues of museums. Discussion of practical skills and theoretical issues of museum studies, exposing students to broad range of museum types and career opportunities. (Same as HIST 3020) (Variable)

ANTH 3450. Archaeological Fieldwork — 3 hrs.

Introduction to field research techniques (survey, excavation, and mapping), laboratory processing, and hypothesis testing. Conducted in the field. Prerequisite(s): ANTH 1001; consent of instructor. (Summer)

ANTH 3500. Slavery and Human Trafficking — 3 hrs.

The purpose of this course is to explore ethnical citizenship through an examination of global slavery and human trafficking. We will begin with a brief look at historic slavery in Europe and Africa and some of the "timeless" aspects of slavery, including sexual abuse, relationships with free people, economic roles, access to freedom or manumission, and rebellion. We will then proceed to a more in-depth examination of African slavery in the Americas, including the United States, between roughly 1492 and the late 1800s. Finally, we will draw from our reflections on historic slavery to examine contemporary forms of human trafficking. Throughout the course we will discuss several common themes in accounts of enslaved and/or trafficked people: their legal status; demographics and work routines; treatment; "conditions of life"; community and culture; access to freedom; relationship to the culture and society of free people; historic and contemporary consumer demands for enslaved and trafficked humans; and life after liberation. (Odd Falls)

ANTH 3501. Research Experience in Anthropology — 1-3 hrs.

Research participation and/or independent supervised research in anthropology. May be repeated for maximum of 6 hours. Prerequisite(s): 15 hours in anthropology; consent of instructor and department head. (Fall, Spring, Summer)

ANTH 3502. Experience in Applied Anthropology — 1-6 hrs.

Work experience in applied anthropology. Requires prior consultation with instructor. Offered on credit/no credit basis only. Prerequisite(s): 12 hours in anthropology; consent of instructor and department head. (Fall, Spring, Summer)

ANTH 3503/5503. Readings in Anthropology — 1-3 hrs.

May be repeated only with consent of department. Prerequisite(s): 9 hours in anthropology; junior standing; consent of instructor and department head. (Variable)

ANTH 4015/5015. Qualitative Research — 3 hrs.

Development and application of the qualitative descriptive and analytic methods used in social science research. Prerequisite(s): junior standing. [Same as SOC 4015/5015] (Variable)

ANTH 4016/5016. Seminar in Anthropology — 3 hrs.

Selected problems within one subfield of anthropology (cultural, physical, archaeological, or anthropological linguistics). Topic listed in Schedule of Classes. May be repeated. Prerequisite(s): vary with topic; junior standing. (Variable)

ANTH 4198. Independent Study — 1-3 hrs.

May be repeated with department head approval. Prerequisite(s): written consent of instructor and department head. (Variable)

ANTH 4485. Anthropology Internship — 1-3 hrs.

Experiential learning through internship placement in an anthropology-related agency or position. Requires prior consultation with instructor. Intended for anthropology majors. May be repeated for maximum of three hours. A maximum of three credit hours of ANTH 4485 or 4585 may count toward the anthropology major. Prerequisite(s): 12 hours in anthropology (ANTH xxxx); major GPA of 2.80 or higher; junior standing; consent of instructor and department head. (Fall, Spring, Summer)

ANTH 4585. Practical Field Experience — 1-3 hrs.

Designed for students currently working in an anthropology-related agency or position. Provides an opportunity for students to apply academic material to their current jobs in anthropology or a related field. Intended for anthropology majors. May be repeated for maximum three hours. A maximum of three credit hours of ANTH 4485 or 4585 may count toward the anthropology major. Prerequisite(s): 12 hours in anthropology (ANTH xxxx); major GPA of 2.80 or higher; junior standing; consent of instructor and department head. (Fall, Spring, Summer)

ART: Art Studio

Courses

ART 1002. Visual Inventions — 3 hrs.

For non-Art majors. Studio course: experiences in critical responses to the visual arts through active involvement with various creative processes and media; relationship of the visual arts to other fields of human endeavor. (Variable)

ART 1011. Drawing I — 3 hrs.

Students in this beginning studio course develop technical and observational drawing skills by exploring a wide range of materials and subject matter. (Fall and Spring)

ART 1022. Drawing II — 3 hrs.

Students build on the formal elements and observational techniques explored in Drawing I, while color concepts and media are introduced. Emphasis is placed on further technical development and media experimentation. Prerequisite(s): ART 1011. (Fall and Spring)

ART 1222. Two-Dimensional Concepts — 3 hrs.

Beginning experiences in conceiving and making in two dimensions; emphasis on interaction between work and idea, skills in art making, and common vocabulary of art. (Fall and Spring)

ART 1333. Three-Dimensional Concepts — 3 hrs.

Beginning experiences in conceiving and making in three dimensions; emphasis on interaction between work and idea, skills in art making, and common vocabulary of art. (Fall and Spring)

ART 2020. Ceramics I — 3 hrs.

Introduction to basic techniques for forming and finishing ceramic objects. Development of handbuilding and wheelthrowing skills contributing to creative exploration. Assignments directed toward understanding both functional and sculptural aesthetic concerns. Prerequisite(s): Art majors/minors must complete the Foundations Sequence. (Fall and Spring)

ART 2030. Graphic Design I — 3 hrs.

Introduction to design-based problem-solving through lectures, projects, and critiques. Emphases on typography, layout, and images, with extensive computer use. Prerequisite(s): Art majors/minors must complete the Foundations Sequence. (Fall and Spring)

ART 2050. Painting I — 3 hrs.

Introduction to oil painting. Emphases are on observational painting from still life and exploring abstraction. Students will develop skills in color theory, design, and expression of content, and by completing assignments of increasing complexity. Prerequisite(s): Art majors/minors must complete the Foundations Sequence. (Fall and Spring)

ART 2060. Performance Art I — 3 hrs.

Emphasis on action over object production; exploration of interdisciplinary art making in real space and time as means of creative expression; examination of various approaches to performance including Dada, Fluxus, Japanese Butoh, and Conceptualism. Prerequisite(s): Art majors/minors must complete the Foundations Sequence. (Fall and Spring)

ART 2061. Animation, Video, and Sound Art — 3 hrs.

Students will use computer apps and applications to create time-based art. They will explore animation, video, and sound in a series of projects to be deployed on different platforms. This is an introductory course exploring these genres as a platform for personal expression and cultural inquiry using smartphones, tablets, and computers as tools for creation rather than passive consumptions. Prerequisite(s): art majors/minors must have Foundations sequence. (Fall)

ART 2070. Creative Photography I: Digital Photography — 3 hrs.

Introduction to photography as a means of creative expression. Basic camera operations, digital editing and printing. Assignments are directed toward the acquisition of basic skills and creative thinking. An understanding of photographic language in the development of a distinct personal vision is considered in the context of historical and contemporary photography. Digital SLR camera required. Prerequisite(s): Art majors/minors must complete the Foundations Sequence. (Fall and Spring)

ART 2080. Printmaking I: Strategies — 3 hrs.

Introduction to fine art print processes (digital, relief and intaglio) using contemporary formats such as zines, stenciling, large-scale prints; and collaboration. Prerequisite(s): Art majors/minors must complete the Foundations Sequence. (Fall and Spring)

ART 2082. Printmaking: Screenprint — 3 hrs.

Introduction to screenprinting processes. Prerequisite(s): Art majors/minors must complete the Foundations Sequence. (Variable)

Course Descriptions

ART 2083. Printmaking: Relief Processes — 3 hrs.

Beginning experiences in fine art printmaking, concentrating on relief processes including woodcut. Prerequisite(s): Art majors/minors must complete the Foundations Sequence. (Variable)

ART 2090. Sculpture I — 3 hrs.

Introduction to essential methods and materials of sculpture, including modeling, carving, casting, and metal and wood fabrication techniques. Prerequisite(s): Art majors/minors must complete the Foundations Sequence. (Fall and Spring)

ART 3001. Drawing III — 3 hrs.

Students pursue directed intermediate and advanced research in drawing with emphasis placed on the development of personal direction in content and the handling of media. Prerequisite(s): ART 1011 and ART 1022. (Variable)

ART 3011. Life Drawing — 3 hrs.

Drawing from model using variety of media. May be repeated for credit. Prerequisite(s): ART 1022. (Variable)

ART 3020. Ceramics II — 3 hrs.

Continuation of 600:050 with further development of student's understanding of firing techniques and formulation of clay and glazes. Prerequisite(s): ART 2020. (Fall and Spring)

ART 3022. Ceramics III — 3 hrs.

Focused exploration of lowfire, mid-temperature, and highfire ceramics techniques. Emphasis on development of individual's ideas and direction, and relating personal aesthetic concerns to historical and contemporary work. Prerequisite(s): ART 3020. (Fall and Spring)

ART 3023/5023. Ceramic Raw Materials and Glaze Calculations — 3 hrs.

In-depth understanding of origins and use of ceramic materials in making art. Development of clay bodies and formulation of glazes. Discussion of health and safety concerns when using ceramic materials in studio or classroom. Prerequisite(s): ART 3020; junior standing. (Variable)

ART 3030. Graphic Design II — 3 hrs.

Intensified exploration of design-based problem solving through lectures, projects and critiques, with emphases on type, imagery, and layout. Involves extensive computer use. Prerequisite(s): ART 3030. (Fall and Spring)

ART 3031. Graphic Design: Identity System Design — 3 hrs.

Intensive overview of the design of identity systems (such as integrated marketing systems), including logos or symbols, letterheads, packaging, signage and other applications. Involves extensive computer use. Prerequisite(s): ART 3030. (Variable)

ART 3032. Graphic Design: Digital Image Design — 3 hrs.

Lectures, problems and critiques in the development and use of pictorial imagery for use in the context of graphic design, both print and web. May include a wide range of digital techniques, such as montage, photography and animation. Involves extensive computer use. Prerequisite(s): ART 3030. (Variable)

ART 3033. Graphic Design: Typography — 3 hrs.

In-depth study of issues in typography through lectures, problems, and critiques, with extensive computer use. Includes type selection, typesetting, and page layout, from historic, technical, and esthetic perspectives. Prerequisite(s): ART 3030. (Variable)

ART 3034. Graphic Design: Publication Design — 3 hrs.

Studio problems in publication design; relevant grid, text and page formatting models addressed (classical, asymmetrical, and hybrid). Research and analysis of contemporary examples. Integration of

typography and image in books and magazines. Prerequisite(s): ART 3030. (Variable)

ART 3035. Graphic Design: Motion Design and Animation — 3 hrs.

Experiential problems in the planning, design and refinement of digitally animated productions, using type, imagery, sound, and other components. Involves extensive computer use. Prerequisite(s): ART 3030. (Variable)

ART 3036. Graphic Design: Web and Interactive Design — 3 hrs.

Lectures, problems and critiques on organizing, designing, and constructing web-based interfaces, with emphasis on e-commerce. Includes information architecture, navigation methods, and other aspects of interactive digital forms. Prerequisite(s): ART 3030. (Variable)

ART 3037. Book Arts — 3 hrs.

Lectures, problems and critiques on the invention and construction of innovative handmade book arts. Considers the content, form, and function of books. Prerequisite(s): Art majors and minors must have foundations sequence. (Variable)

ART 3038. Graphic Design: Portfolio Preparation — 3 hrs.

Advanced problems in organizing and presenting a graphic design portfolio in anticipation of professional interviews. Addresses self-assessment, portfolio structure and sequence. Prerequisite(s): ART 3030, and two additional 100/3000/4000-level graphic design studio courses. (Variable)

ART 3039. Graphic Design: User Experience Design — 3 hrs.

Students will be introduced to User Experience (UX) and User Interface (UI) Design for expanding design-critical thinking beyond visual creativity. Students will demonstrate various exercises to understand fundamental theories and methods within UX/UI design. With the completion of given tasks and practices, students will implement a project within UX/UI of a product and mobile App design. Prerequisite(s): ART 3030; junior standing. (Variable)

ART 3050. Painting II — 3 hrs.

Intermediate level course in oil painting. Students will develop conceptual approaches to content and abstraction through observational and process-based assignments. Prerequisite(s): ART 2050. (Fall and Spring)

ART 3055. Painting III — 3 hrs.

Advanced course in oil painting. Students will complete directed projects in abstraction and develop their personal expression with special emphasis on creating an independent series of work. Prerequisite(s): ART 3050. (Fall and Spring)

ART 3060. Performance Art II — 3 hrs.

Exploration of action-based artmaking with emphasis placed on site specific and durational works. Discussion of relationships between artist and audience, as well as the introduction of basic digital video editing. Prerequisite(s): ART 2060; junior standing. (Fall and Spring)

ART 3066/5066. Performance Art III — 3 hrs.

Focused exploration of action-based art with greater emphasis on self-direction. Directed study of contemporary time-based artwork. Strategies of live art documentation and development of a performance portfolio. Prerequisite(s): ART 3060; junior standing. (Fall and Spring)

ART 3070. Creative Photography II — 3 hrs.

Further exploration of digital photography as well as the introduction of traditional and experimental processes using light sensitive materials. Introduction of other camera formats including the 4x5 view camera (provided by the department). Assignments are directed to

encourage greater creative thinking and to explore the possibilities of photographic expression. Introduction to critical theory supports in-class critique. Prerequisite(s): ART 2070 or equivalent. (Fall and Spring)

ART 3077. Creative Photography III — 3 hrs.

Further exploration of fine art photography. Assignments explore the use of artificial lighting and alternative methods of image production and display. Investigation of a variety of other strategies will expand the aesthetic and conceptual possibilities of student work. Additional emphasis on critical theory. Prerequisite(s): ART 3070. (Fall and Spring)

ART 3080. Printmaking II: Applications — 3 hrs.

Intermediate exposure to fine art print processes (digital, screenprint, and lithography) with emphasis on contemporary applications involving artists' books, wearable and street art formats. Prerequisite(s): ART 2080. (Fall and Spring)

ART 3088. Printmaking III: Directions — 3 hrs.

Advanced use of fine art print processes (digital, relief, intaglio, screenprint, lithography and related technologies) emphasizing the use of color printmaking techniques and individual creative direction. Prerequisite(s): ART 3080. (Fall and Spring)

ART 3090. Sculpture II — 3 hrs.

Exploration of contemporary issues in sculpture through materials and processes selected by the individual. Emphasis on understanding interrelationships between specific concepts, forms, and materials. Prerequisite(s): ART 2090. (Fall and Spring)

ART 3099. Sculpture III — 3 hrs.

Focused exploration of concepts and media which reflect interests of student. Emphasis on developing a personal aesthetic and conceptual and critical base for continued work. Prerequisite(s): ART 3090. (Fall and Spring)

ART 4000. Undergraduate Studio — 1-6 hrs.

Advanced study in studio area: Ceramics, Drawing, Painting, Performance Art, Photography, Printmaking, or Sculpture. Credit to be determined by instructor at registration. May be repeated for credit. Prerequisite(s): 9 hours in chosen area; consent of instructor. (Fall and Spring)

ART 4010/5010. Professional Practices — 3 hrs.

Career preparation for the contemporary visual artist, designer, art educator, or art historian; preparation for graduate school, and professional roles and responsibilities. Prerequisite(s): junior standing. (Fall and Spring)

ART 4111. B.F.A. Project I — 3 hrs.

Investigation of individual concepts and techniques in studio preparation for Bachelor of Fine Arts exhibition. Prerequisite(s): admission to B.F.A. program; senior standing; consent of instructor. (Fall and Spring)

ART 4198. Independent Study — 1-6 hrs.

Students of outstanding ability are allowed to write a proposal for an independent project that cannot be done in regular university courses. A project form must be filled out with instructor and approved by the Department of Art and Graphic Design. Prerequisite(s): Art Studio students must have completed 9 hours in their studio concentration. Art History students must have completed three upper-level art history courses; all students must have a cumulative and Art GPA of 3.00. (Fall and Spring)

ART 4222. B.F.A. Project II — 3 hrs.

Investigation of individual concepts and techniques culminating in professional Bachelor of Fine Arts exhibition. Prerequisite(s): ART 4111; consent of instructor; B.F.A. exhibition must be scheduled concurrently. (Fall and Spring)

ART 4300/5300. Seminar: Critical Issues in Contemporary Art — 3 hrs.

Critical analysis and discussion of contemporary art. May be repeated once for credit. Prerequisite(s): admission to the B.F.A. degree program; junior standing; or consent of department head. (Variable)

ART 4400. B.F.A. Exhibition.

No credit. (Fall and Spring)

ART 6297. Practicum — 1-4 hrs.

May be repeated. (Variable)

ART 6299. Research.

Prerequisite(s): consent of department. (Fall and Spring)

ARTED: Art Education Courses

ARTED 2600. The Responsive Art Educator — 3 hrs.

Building on their knowledge and experiences from methods and internship I courses, students learn to set up and organize the art classroom, and establish routines and procedures to support students through inclusive practices, while also being responsive to support the growth of each student. Focus on building relationships, engaging and motivating students, while setting high standards for achievement. Topics include classroom management, inclusive dispositions and actions, multimodal learning, and strategies for a safe and productive learning environment. Prerequisite(s): EDUC 2314 or consent of instructor. (Spring)

ARTED 4500. Contemporary Themes in Art Education — 3 hrs.

Contemporary themes in art education, or broader education issues that impact art education, will be addressed through practice, research, and art-making. Topics could include environmentalism, community-based art education, self-care practices, resilience, community engagement, etc. Prerequisite(s): EDUC 2314; EDUC 2414. Prerequisite(s) or corequisite(s): EDUC 3514/5514; EDUC 3614/5614; or instructor consent. (Fall)

ARTED 4600. Expressive Learning Assessment — 3 hrs.

Foundational information for the design, adaptation, and selection of classroom assessments that support a teacher's ability to improve instruction, utilize technology, and guide each student to achieve specific learning goals. Various purposes and types of assessments will be explored with special attention to content areas with a heavy emphasis on expressive and performance-based tasks. Students will consider the relationships between assessment, differentiation, and technology for all student needs including but not limited to culture, language, learning differences, and different abilities. (Spring)

ARTED 6000. Themes in Art Education — 3 hrs.

Designed to provide an overview of the field of art education in the United States, this course introduces central topics, themes, and scholars in art education through historical and contemporary readings of texts, media, and art. (Variable)

ARTED 6100. Holistic Approaches for Art Education — 3 hrs.

This course provides an overview of holistic research and theory related to the needs of children and young adults. This overview is designed to facilitate studying, critiquing and reflecting upon the art

Course Descriptions

of diverse cultures. Students will explore and investigate discourses about meaning making including creativity, and transformative and integrated learning. Prerequisite(s): acceptance to the M.A. in Art Education program or permission of the Instructor. (Variable)

ARTED 6200. Curriculum and Pedagogy in Art Education — 3 hrs.

This course will examine, explore, and apply theory and research of curriculum and pedagogy in art education. The curriculum and pedagogy theories addressed in this course are situated in both general education and art education in order to provide a variety of ways to think about curricular change. Prerequisite(s): acceptance into M.A. program in Art Education or permission of the instructor.

ARTED 6300. Research Methods in Art Education — 3 hrs.

This course will define and explore art education research approaches and techniques. The class will examine the qualitative research methods with a focus on traditional research methods in art education. Exemplars of current research in Art Education will be discussed. Students will develop competencies through readings, discussions and projects. Prerequisite(s): acceptance into the M.A. in Art Education program or permission of the instructor. (Variable)

ARTED 6500. Seminar in Teaching Art — 3 hrs.

Exploration of various topics in art education. Special emphasis on teaching and learning theories, media and methods. Satisfies special methods elective for the professional core. Required to be repeated for a maximum of 9 hours. (Variable)

ARTHIST: Art History Courses

ARTHIST 1004. Visual Perceptions — 3 hrs.

For non-Art majors. Lecture course: experiences in critical responses to the visual arts through analyses of artworks and artistic processes; relationship of the visual arts to other fields of human endeavor. (Fall and Spring)

ARTHIST 1111. Survey of Art History I — 3 hrs.

Introduction to history of art; Ancient through Medieval. (Fall)

ARTHIST 1222. Survey of Art History II — 3 hrs.

Introduction to history of art; Renaissance through Modern. (Spring)

ARTHIST 4000/5000. Research Methods and Writing in Art History — 3 hrs.

Introduction to research methods and writing in art history. Cannot be used to satisfy art history requirements in the studio or art education emphases. Prerequisite(s): completion of Foundations Sequence; junior standing. (Variable)

ARTHIST 4002/5002. Ancient Near Eastern Art — 3 hrs.

Examination of various developments in the Ancient Near East (e.g., Mesopotamia, Anatolia, and the Levant), from formative periods to first millennium, primarily through art and architecture. Prerequisite(s): for Art majors and Art History minors: ARTHIST 1111; ARTHIST 1222; junior standing. Prerequisites for Art Studio minors: ARTHIST 1111 or ARTHIST 1222; junior standing. Prerequisites for non-art majors: junior standing. (Variable)

ARTHIST 4003/5003. Collections Care and Management — 3 hrs.

This course will present topics in museums collections management ranging from object/artifact handling, storage, loaning and conservation to museum ethics, acquisitions, policy-making and research to donors, fundraising, marketing, and education. In addition, the course will cover discussions of what constitutes a museum and

why museums collect. Museum professionals from both the UNI Museum and UNI Gallery of Art will present all topics, and classes will include an experiential component that will allow students a more personal involvement with historical artifacts and art objects. Students will be given the opportunity to work with a variety of museum professionals and will engage in real-world museum concerns. Prerequisite(s): junior standing. [Same as HIST 4003/5003] (Fall)

ARTHIST 4010/5010. Ancient Egyptian Art — 3 hrs.

Examination of Egyptian culture from early phases of Pre-Dynastic to first millennium, primarily through art and architecture. Prerequisite(s): for Art majors and Art History minors: ARTHIST 1111; ARTHIST 1222; junior standing. Prerequisites for Art Studio minors: ARTHIST 1111 or ARTHIST 1222; junior standing. Prerequisites for non-art majors: junior standing. (Variable)

ARTHIST 4020/5020. Ancient Greek Art — 3 hrs.

Examination of various developments in the Greek world from Bronze Age through Hellenistic Period, primarily through art and architecture. Prerequisite(s): for Art majors and Art history minors: ARTHIST 1111; ARTHIST 1222; junior standing. Prerequisite(s) for Art Studio minors: ARTHIST 1111 or ARTHIST 1222; junior standing. Prerequisite(s) for non-Art majors: junior standing. (Variable)

ARTHIST 4030/5030. Ancient Roman Art — 3 hrs.

Examination of various developments in the Roman world, from Etruscan through Roman Imperial, primarily through art and architecture. Prerequisite(s): for Art majors and Art History minors: ARTHIST 1111; ARTHIST 1222; junior standing. Prerequisite(s) for Art Studio minors: ARTHIST 1111 or ARTHIST 1222; junior standing. Prerequisite(s) for non-Art majors: junior standing. (Variable)

ARTHIST 4040/5040. Medieval Art — 3 hrs.

Examination of various developments in Europe and Western Asia from Late Roman through Gothic, primarily through art and architecture. Prerequisite(s): for Art majors and Art History minors: ARTHIST 1111; ARTHIST 1222; junior standing. Prerequisite(s) for Art Studio minors: ARTHIST 1111 or ARTHIST 1222; junior standing. Prerequisite(s) for non-Art majors: junior standing. (Variable)

ARTHIST 4300/5300. Italian Renaissance Art — 3 hrs.

History of 14th, 15th, and 16th century Italian art. Prerequisite(s): for Art majors and Art History minors: ARTHIST 1111; ARTHIST 1222; junior standing. Prerequisites for Art Studio minors: ARTHIST 1111 or ARTHIST 1222; junior standing. Prerequisite(s) for non-Art majors: junior standing. (Variable)

ARTHIST 4302/5302. Northern Renaissance Art — 3 hrs.

Examination of Northern European art from the 14th-16th centuries. Prerequisite(s): for Art majors and Art History minors: ARTHIST 1111; ARTHIST 1222; junior standing. Prerequisite(s) for Art Studio minors: ARTHIST 1111 or ARTHIST 1222; junior standing. Prerequisite(s) for non-Art majors: junior standing. (Variable)

ARTHIST 4310/5310. 17th and 18th Century Art — 3 hrs.

History of Western art of the 17th and 18th centuries and the visual culture of the period. Prerequisite(s): for Art majors and Art History minors: ARTHIST 1111; ARTHIST 1222; junior standing. Prerequisite(s) for Art Studio minors: ARTHIST 1111 or ARTHIST 1222; junior standing. Prerequisite(s) for non-Art majors: junior standing. (Variable)

ARTHIST 4320/5320. 19th Century Western Art — 3 hrs.

History of the art, architecture and visual culture of Europe and the United States from the late 18th century to the end of the 19th century. Prerequisite(s): for Art majors and Art History minors: ARTHIST 1111; ARTHIST 1222; junior standing. Prerequisite(s) for Art Studio minors: ARTHIST 1111 or ARTHIST 1222; junior standing. Prerequisite(s) for non-Art majors: junior standing. (Variable)

ARTHIST 4322/5322. History of Photography — 3 hrs.

Survey of history and evolution of photography since its invention in 1839 to present day. Prerequisite(s): for Art majors and Art History minors: ARTHIST 1111; ARTHIST 1222; junior standing. Prerequisites for Art Studio minors: ARTHIST 1111 or ARTHIST 1222; junior standing. Prerequisites for non-Art majors: junior standing. (Variable)

ARTHIST 4330/5330. American Art — 3 hrs.

This course is an overview of the history of American art during the 20th century. We will explore the relationship between art and its social and cultural context during this period. Prerequisite(s): art foundations sequence; junior standing. (Variable)

ARTHIST 4340/5340. History of Design — 3 hrs.

Overview of European and American design since 1850. Primary emphasis on graphic design, with secondary focus on architectural and industrial design. Prerequisite(s): for Art majors and Art History minors: ARTHIST 1111; ARTHIST 1222; junior standing. Prerequisites for Art Studio minors: ARTHIST 1111 or ARTHIST 1222; junior standing. Prerequisites for non-Art majors: junior standing. (Variable)

ARTHIST 4350/5350. Early 20th Century Art — 3 hrs.

History of art, architecture and visual culture in Europe and the United States from the late 19th century to mid-20th century. Prerequisite(s): for Art majors and Art History minors: ARTHIST 1111; ARTHIST 1222; junior standing. Prerequisite(s) for Art Studio minors: ARTHIST 1111 or ARTHIST 1222; junior standing. Prerequisite(s) for non-Art majors: junior standing. (Variable)

ARTHIST 4352/5352. History of Performance Art — 3 hrs.

An examination of action based visual art in the 20th and 21st centuries produced by artists in Europe, the United States, and Asia. Prerequisite(s): For Art majors and Art History minors: ARTHIST 1111; ARTHIST 1222; junior standing. Prerequisite(s) for Art Studio minors: ARTHIST 1111 or ARTHIST 1222; junior standing. Prerequisite for non-Art major: junior standing. (Variable)

ARTHIST 4362/5362. Late 20th Century and Contemporary Art — 3 hrs.

A topics-based exploration of global art, architecture and visual culture produced since 1945. Prerequisite(s): for Art majors and Art History minors: ARTHIST 1111; ARTHIST 1222; junior standing. Prerequisite(s) for Art Studio minors: ARTHIST 1111 or ARTHIST 1222; junior standing. Prerequisite(s) for non-Art majors: junior standing. (Variable)

ARTHIST 4608/5608. Arts of Africa — 3 hrs.

This course provides a survey of the visual arts of African peoples. We will examine the historical and contemporary visual culture produced by peoples from the selected countries in Africa, and examine continuities and disparities reflected in the Diaspora. Sculpture, pottery, textiles, architecture, painting, and performance will be considered from the perspective of their production and function within the social context. (Variable)

ARTHIST 4900/5900. Myth and Narrative in Art — 3 hrs.

Investigates depictions/translations of myth and narrative in art from ancient to modern times, exploring such concepts as time, story, episode, storyteller, viewer, and metaphor. Prerequisite(s): for Art majors and Art History minors: ARTHIST 1111; ARTHIST 1222; junior standing. Prerequisite(s) for Art Studio minors: ARTHIST 1111 or ARTHIST 1222; junior standing. Prerequisite(s) for non-Art majors: junior standing. (Variable)

ARTHIST 4950/5950. Race and Representation in Art — 3 hrs.

This course uses historical moments of cultural encounter to investigate the role of visual imagery in the production, mediation, conflict, translation, and reproduction of ideas about race, class, and gender. Prerequisite(s): Prerequisite(s) for Art and Graphic Design majors: ARTHIST 1222; junior standing. Prerequisite(s) for other majors: junior standing. (Variable)

ARTHIST 4999/5999. Art History Seminar — 3 hrs.

Focused investigation on topic or topics related to a specific area or time covered in general art history courses. Prerequisite(s): for Art majors and minors: ARTHIST 1111; ARTHIST 1222; three 100/3000/4000-level art history courses; junior standing; consent of instructor. Prerequisite(s) for non-Art majors: junior standing; consent of instructor. (Variable)

ASL: American Sign Language

Courses

ASL 3190. American Sign Language (ASL) I — 3 hrs.

Introduction to principles and use of American Sign Language. Prerequisite(s): sophomore standing or consent of instructor. (Fall and Spring)

ASL 3195. American Sign Language (ASL) II — 3 hrs.

Designed for students with basic communication skills in American Sign Language. Emphasis on advanced practice of American Sign Language and study of Deaf culture. Prerequisite(s): ASL 3190 (grade of C or better). (Fall and Spring)

ASL 3196. American Sign Language (ASL) III — 3 hrs.

Designed for students with intermediate communication skills in American Sign Language. Emphasis on advanced practice American Sign Language and study of Deaf culture. Prerequisite(s): successful completion of ASL 3190 and ASL 3195 (grade of C or better). (Variable)

AT: Athletic Training

Courses

AT 1010. Introduction to Athletic Training & Clinical Healthcare — 3 hrs.

Introduction to healthcare professions with emphasis on practice guidelines, policies and procedures, risk management, roles and responsibilities of healthcare professionals, and common illnesses and injuries. (Variable)

AT 1018. Prevention and Care of Athletic Injuries — 2 hrs.

Provides foundational athletic training content that is pertinent for students preparing to enter the athletic coaching or physical education field. Emphasis placed on orthopedic injury description, prevention, treatment, and recovery. Prerequisite(s): KINES 2050 or AT 3020. (Fall, Spring, Summer)

Course Descriptions

AT 1019. Prevention and Care Laboratory — 1 hr.

Laboratory experiences in athletic injury prevention and care including taping and wrapping. Prerequisite(s) or corequisite(s): AT 1018. (Fall and Spring)

AT 2000. Clinical Healthcare Experience — 1 hr.

Practical experience in health care settings. May be repeated for maximum of 8 hours. (Fall and Spring)

AT 3000. Athletic Training Clinical Integration — 1-2 hrs.

Entry-level educational experiences in athletic training knowledge and skills including: 1) skill competencies tied to athletic training coursework, 2) clinical experience, 3) completion of clinical integration proficiencies, and 4) comprehensive learning. This course is to be taken over a minimum of four semesters and will include a clinical experience during each semester. (May be repeated for maximum of 8 hours). (Fall and Spring)

AT 3020. Clinical & Gross Human Anatomy — 3 hrs.

Clinically relevant anatomy of the human body which includes palpation, range of motion assessment, neurological testing, structure identification and function, as well as prosected gross human anatomy structure identification. (Spring)

AT 3030. Acute Care — 3 hrs.

Foundational theory, ethics, components, indications, and psychomotor skills of acute and emergency care. (Variable)

AT 3040. Foundations of Orthopedic Injury Assessment & Pathology I — 3 hrs.

This course provides a comprehensive introduction to the principles of tissue injury assessment and pathology. Students will explore the physiological and pathological responses to injury, including inflammation and tissue healing, following common musculoskeletal injuries and conditions. Emphasis will be placed on recognizing injury mechanisms, understanding histological and biomechanical changes in tissues, and applying assessment techniques to evaluate tissue injury. Prerequisite(s): AT 3020 or AT 3300. (Variable)

AT 3050. Foundations of Orthopedic Injury Assessment & Pathology II — 3 hrs.

Foundational recognition and understanding of injuries and conditions occurring to the upper extremities, torso, axial skeleton, and head. Prerequisite(s): AT 3040 or consent of instructor. (Variable)

AT 3091. Foundations of Pharmacology — 3 hrs.

Effects, indications, and contraindications of common therapeutic medications as it relates to general medical conditions. Prerequisite: department consent. (Variable)

AT 3193. Research Experiences — 1-6 hrs.

Conducting supervised research in a research team setting or mentoring setting with faculty, with presentation and publication of research as the goal. Topics for research may not duplicate a class project or the undergraduate thesis. May be repeated for a maximum of 6 hours. Highly recommended for students planning to enter graduate programs. Prerequisite(s): consent of instructor. (Fall and Spring)

AT 3300. Gross Human Anatomy — 3 hrs.

The exploration of human anatomy through human cadaver dissection. Prerequisite(s): Consent of AT Program. (Variable)

AT 4030/5030. Advanced Acute Care in Athletic Training — 3 hrs.

The theory, ethics, components, indications, and psychomotor skills of emergency care in athletic training. Evidence-based research and practices are explored in relation to standard practices. Prerequisite(s): Admission into the Professional Masters Athletic Training program. (Variable)

AT 4032/5032. Advanced Acute Care Clinical Skills — 1 hr.

Didactic and psychomotor skill instruction with practical examinations covering the material taught in AT 4030/5030. Prerequisite(s): Admission into the M.ATR. program. (Variable)

AT 4070. Foundations of Therapeutic Interventions & Rehabilitation — 3 hrs.

Foundational study of the effects, advantages, disadvantages, indications, contraindications, precautions, and the application parameters of therapeutic interventions. Prerequisite(s): AT 3050, AT 3300, or KINES 2050. (Fall)

AT 4072/5072. Advanced Therapeutic Interventions I Clinical Skills — 1 hr.

Didactic and psychomotor skill instruction with practical examinations covering the material taught in AT 4270/5270. Prerequisite(s): Admission into the M.ATR. program. (Variable)

AT 4075/5075. Advanced Therapeutic Interventions II — 3 hrs.

Advanced study of the effects, advantages, disadvantages, indications, contraindications, precautions, and the application parameters of therapeutic interventions of the physically active. Prerequisite(s): AT 4270/5270; junior standing. (Variable)

AT 4082/5082. Advanced Therapeutic Interventions II Clinical Skills — 1 hr.

Didactic and psychomotor skill instruction with practical examinations covering the material taught in AT 4075/5075. Prerequisite(s): Admission into the M.ATR. program. (Variable)

AT 4100/5100. Advanced Clinical Anatomy — 3 hrs.

Didactic and psychomotor skills instruction with practical examinations covering the material necessary to begin the athletic training clinical experience, and clinical anatomy of the human body including palpation, range of motion, and structure identification and function. Prerequisite(s): Admission into the Master of Athletic Training program. (Variable)

AT 4130. General Medical Conditions — 3 hrs.

Foundational study of general medical conditions and disabilities commonly seen by healthcare providers. Prerequisite(s): AT 3020, AT 3300, or KINES 2050. (Variable)

AT 4160. Evidence Based Practice in Health Care — 3 hrs.

This course will provide an in-depth analysis of the concept and process of evidence-based decision making as it applies to health care. The concept de-emphasizes sole reliance on non-systematic approaches such as intuition, experience, and mechanism based reasoning as justification for making clinical decisions, and emphasizes the incorporation of science, systematic outcomes assessment, and patient values into the process. Students will learn the skills and the application of formal rules of evidence in reviewing clinical research and assessing patient outcomes. Students will search and review current literature, including experimental and observation research, case studies, position statements, comprehensive reviews, and clinical guidelines that are directed toward the treatment and rehabilitation of musculoskeletal injuries. Prerequisite(s): junior standing. (Spring)

AT 4210/5210. Pathoetiology and Orthopaedic Assessment I — 3 hrs.

In-depth study of pathological, etiological, and neuromuscular mechanisms of musculoskeletal injuries with emphasis on advanced orthopaedic assessment techniques of the lower body. Prerequisite(s): Admission into the Master of Athletic Training program. (Variable)

AT 4215/5215. Pathoetiology and Orthopaedic Assessment I Clinical Skills — 1 hr.

Didactic and psychomotor skill instruction with practical examinations covering the material taught in AT 4210/5210. Prerequisite(s): Admission into the M.A.T.R. program. (Variable)

AT 4220/5220. Pathoetiology and Orthopaedic Assessment II — 3 hrs.

In-depth study of pathological, etiological, and neuromuscular mechanisms of musculoskeletal injuries with emphasis on advanced orthopaedic assessment techniques of the upper body. Prerequisite(s): Admission into the Master of Athletic Training program. (Variable)

AT 4225/5225. Pathoetiology and Orthopaedic Assessment II Clinical Skills — 1 hr.

Didactic and psychomotor skill instruction with practical examinations covering the material taught in AT 4220/5220. Prerequisite(s): Admission into the M.A.T.R. program. (Variable)

AT 4270/5270. Advanced Therapeutic Interventions I — 3 hrs.

Advanced study of the effects, advantages, disadvantages, indications, contraindications, precautions, and the application parameters of therapeutic interventions of the physically active. Prerequisite(s): AT 4100/5100. (Variable)

AT 6000. Integrated Clinical Experiences — 1-4 hrs.

Comprehensive educational experiences in athletic training psychomotor and cognitive domains, and clinical proficiencies to be supervised/mentored in multiple practicum sections through athletic training field experiences, integrated teaching lab activities, and skills-based assessment. May be repeated; 11 credit hours required, may be repeated up to 13 credit hours. Prerequisite(s): Admission into the Masters Athletic Training program. (Fall, Spring, Summer)

AT 6060. Athletic Training Organization & Professional Responsibility — 3 hrs.

Theoretical and practical study of organization, administration, and professional development and responsibility in the field of athletic training. Prerequisite(s): Admission into M.A.T.R. program. (Variable)

AT 6130. General Medical Assessment & Intervention — 3 hrs.

Study of general medical conditions and disabilities commonly seen by certified athletic trainers. Prerequisite(s): Admission into M.A.T.R. program. (Variable)

AT 6255. Health Assessment & Preventive Practices — 3 hrs.

Advanced theoretical and practical study of strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize the overall health and quality of life of patients. This includes nutrition and physical activity in maintaining a healthy lifestyle and preventing chronic disease. Prerequisite(s): Admission to the M.A.T.R. program. (Variable)

AT 6260. Gross Human Anatomy & Orthopedic Surgical Interventions — 3 hrs.

Exploration of human anatomy through human cadaver dissection, along with an in-depth study of pathological, biomechanical, and neuromuscular mechanisms of musculoskeletal injuries and the study of orthopedic surgical interventions commonly performed for musculoskeletal injuries. Prerequisite(s): Admission to the M.A.T.R. program. (Variable)

AT 6275. Mental Health Care in Athletic Training Practice — 3 hrs.

This course promotes the understanding of mental health care as it relates to athletic training practice and the coordination of care as it pertains to athletic training patients. The focus of this course includes

the understanding of mental health disorders, diagnostic criteria, appropriate referral to qualified health care providers, and treatment options. The course will also address patient response to orthopedic injury and its interdependent relationship with activity limitations and participation restrictions. Prerequisite(s): Admission to the M.A.T.R. program. (Variable)

AT 6289. Seminar in Athletic Training — 1-8 hrs.

Special topics in athletic training and/or other allied health professions as indicated in the Schedule of Classes. May be repeated for credit. Prerequisite(s): Admission to the M.A.T.R. program. (Fall and Spring)

AT 6300. Advanced Gross Human Anatomy — 3 hrs.

The exploration of human anatomy through human cadaver dissection. Prerequisite(s): consent of AT Program. (Variable)

AT 6550. Advanced Athletic Training Clinical Skills — 2 hrs.

Didactic and psychomotor skills instruction with practical examinations covering the material necessary to begin the athletic training clinical experience. Prerequisite(s): Admission into the M.A.T.R. program. (Variable)

BIOL: Biology

Courses

BIOL 1012. Life: The Natural World — 3 hrs.

Examines the natural world as a system, emphasizing interactions among living organisms and with their environments, with a focus on human-environmental interactions, and the importance, origins, and maintenance of biodiversity. Content theme is centered on building an appreciation for the ways scientists work with and learn about the natural world. Students will comprehend scientific studies and infer meaning from graphical displays of data and apply knowledge of biological systems to contemporary problems, such as greenhouse gasses, impacts of climate change, the biodiversity crisis, and disease transmission. Discussion, 3 periods. For biology majors and minors counts only for university elective credit. (Fall and Spring)

BIOL 1013. Life: The Natural World - Lab — 1 hr.

This course provides activities illustrating the importance, origins, and maintenance of biodiversity with a focus on the interactions among organisms and between organisms and the environment. The laboratory will emphasize the process of science, and students will practice skills scientists use to answer questions about the natural world. Lab, 2 periods. For biology majors and minors counts only for university elective credit. Prerequisite(s) or corequisite(s): BIOL 1012. (Fall and Spring)

BIOL 1014. Life: Continuity and Change — 3 hrs.

Introduction to contemporary topics in the life sciences with a focus on the biological processes that allow life to continue through generations and those that cause change through time. Emphasis on gene structure and function and applications of biology to human concerns. Content theme is centered on building an appreciation for the ways scientists work with and learn about the processes of life. Students will apply knowledge of biological concepts to contemporary and ethical issues, such as diseases and treatments, genetic engineering, cloning, and inheritance of family traits. Discussion, 3 periods. For biology majors and minors counts only for university elective credit. (Fall and Spring)

BIOL 1015. Life: Continuity and Change - Lab — 1 hr.

Activities illustrating the role of biology in our present society. Emphasis is placed on activities investigating life science concepts related to human concerns, including human genetics and variation. DNA and DNA fingerprinting, human disease and disease

Course Descriptions

transmission, and basic cellular function. The laboratory will emphasize the process of science, and students will practice skills scientists use to answer questions about the processes of life. Lab, 2 periods. For biology majors and minors counts only for university elective credit. Prerequisite(s) or corequisite(s): BIOL 1014 or equivalent. (Fall and Spring)

BIOL 1033. Principles of Microbiology — 4 hrs.

Basic concepts and practical applications of microbiology in daily life; health and disease including basic aspects of immunology and host-microbe interactions. Designed for students majoring in areas other than the sciences. For biology majors and minors counts only for university elective credit. Sections may be offered exclusively for nurses in training. Discussion, 3 periods; lab, 2 periods. (Fall and Spring)

BIOL 1101. Principles of Anatomy & Physiology I — 4 hrs.

Principles of the structure and function of organ systems of the human body. Basic biological concepts are covered including cell structure and function (including cell division and cellular metabolism), and DNA structure and function (including mutations). Anatomical terminology and directional terms, human histology and organ systems, including the skeletal system and articulations, the muscular system, and the nervous system are included. Limited to students entering the UNI BSN program, traditional-track pre-nursing, pre-sonography, pre-radiography, or 3+1 Health Sciences. Others must have the consent of the department head. Not for biology, kinesiology, or other majors pursuing most graduate-level professional medical programs. Students pursuing occupational therapy programs should consult with prospective programs to determine if BIOL 1011 and BIOL 1102 are acceptable for admission. Discussion, 3 periods; lab, 2 periods. Prerequisite(s) or corequisite(s): CHEM 1010. (Fall and Spring)

BIOL 1102. Principles of Anatomy & Physiology II — 4 hrs.

Continuation of BIOL 1101. Human organ systems covered include a continuation of the nervous system, the cardiovascular system, lymphatic and immune system, respiratory system, digestive system, urinary system (including acid-base balance), endocrine system, and reproductive systems, including cell division and basic concepts of genetics. Limited to students entering the UNI BSN program, traditional-track pre-nursing, pre-sonography, pre-radiography, or 3+1 Health Sciences. Others must have the consent of the department head. Not for biology, kinesiology, or most other majors pursuing graduate-level professional medical programs. Students pursuing occupational therapy programs should consult with prospective programs to determine if BIOL 1101 and 1102 are acceptable for admission. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): C- or better in BIOL 1101 or equivalent. (Fall and Spring)

BIOL 1103. Pathophysiology — 3 hrs.

Discussion of disease and its effects on the structure and function of the human body. Application of material from BIOL 1101 and 1102. For students entering the UNI BSN program. Others must have the consent of the department head. Discussion, 3 periods. Prerequisite(s): CHEM 1010 or equivalent; C- or better in both BIOL 1101 and BIOL 1102. (Fall and Spring)

BIOL 1200. Biological Diversity and Conservation — 3 hrs.

Biological diversity (biodiversity) is essential for healthy, functioning ecosystems that form the basic life support system for all living creatures on earth, including humans. The current reduction of biodiversity (extinction rate) is estimated between 100-1000 times the historical background rate and presents a potentially existential challenge for human society. In this course, we will examine

biodiversity: how it is measured, the causes and effects of the current rate of its decrease, and efforts to conserve the remaining biodiversity and difficulties these efforts face. (Variable)

BIOL 2051. General Biology: Organismal Diversity — 4 hrs.

Study of organismic biology emphasizing evolutionary patterns and diversity of organisms and interdependency of structure and function in living systems. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): BIOL 2051 and BIOL 2052 cannot be taken concurrently. (Fall and Spring)

BIOL 2052. General Biology: Cell Structure and Function — 4 hrs.

Introduction to the properties and functions of biological molecules, organization of living cells, production and utilization of energy, and development of multicellular organisms. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): BIOL 2051 and BIOL 2052 cannot be taken concurrently. (Fall and Spring)

BIOL 3100. Evolution, Ecology and the Nature of Science — 3 hrs.

Understanding how science works and using critical thinking to distinguish between science and pseudoscience, taught through exploration of unifying principles of biology: how organisms interact with each other and the environment, the genetic continuity of life, and how past history affects life. Readings and student-led discussions explore concepts in detail. Prerequisite(s): BIOL 2051; BIOL 2052; CHEM 1110 and CHEM 1120, or CHEM 1130. BIOL 3100 and BIOL 3140 cannot be taken concurrently. (Fall and Spring)

BIOL 3101. Human Anatomy and Physiology I — 4 hrs.

Comprehensive study of the structure and function of organ systems of the human body. Preparation for graduate-level medical programs, including physician (such as MD, DO, and PA), dental, chiropractic, and physical therapy programs, or for students in biology, biology dual-degree programs in nursing or medical lab-science, or other university-approved programs. Others must have the consent of the department head. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): BIOL 2051; BIOL 2052; CHEM 1110 and CHEM 1120, or CHEM 1130, or consent of department head. (Fall and Spring)

BIOL 3102. Human Anatomy and Physiology II — 4 hrs.

Continuation of BIOL 3101 or BIOL 3106. Preparation for graduate-level medical programs, including physician (such as MD, DO, and PA), dental, chiropractic, and physical therapy programs, or for students in biology, biology dual-degree programs in nursing or medical lab-science, or other university-approved programs. Others must have the consent of the department head. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): C- or better in BIOL 3101. (Fall and Spring)

BIOL 3106. Vertebrate Anatomy — 4 hrs.

Consideration of the origin and evolution of vertebrates and comparison of vertebrate structure and function. Active participation in dissection is mandatory. Discussion, 3 periods; lab, 3 periods. Prerequisite(s): BIOL 2051; BIOL 2052; CHEM 1110 and CHEM 1120, or CHEM 1130. (Fall)

BIOL 3108. Medical Histology — 4 hrs.

Microscopic study of cells and tissues from various organ systems. Integration of gross anatomy, physiology and pathology by illustrating how cellular/tissue structure is related to organ function/dysfunction. Examples from normal and diseased tissues. Discussion, 2 periods; lab, 4 periods. Prerequisite(s): BIOL 2051; BIOL 2052; CHEM 1110 and CHEM 1120, or CHEM 1130. (Variable)

BIOL 3109/5109. Plants of North America — 4 hrs.

An introduction to plant identification using methods and tools to describe and classify flowering plants found in North America. Students will learn to survey, collect, dissect, and describe vascular plants found in their natural habitat. Discussion 2 periods, lab 4 periods. Prerequisite(s): BIOL 2051; junior standing. (Odd Falls)

BIOL 3120. Plant Diversity and Evolution — 4 hrs.

Form and function in vegetative and reproductive organs in all plant divisions, from algae to flowering plants, and their importance in evolutionary thought and plant classification. Lecture, 3 periods; lab, 2 periods. Prerequisite(s): BIOL 2051; BIOL 2052; CHEM 1110 and CHEM 1120, or CHEM 1130. (Spring)

BIOL 3140. Genetics — 4 hrs.

Analytical approach to classical, molecular, and population genetics. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): BIOL 2051; BIOL 2052; CHEM 1110 and CHEM 1120, or CHEM 1130. BIOL 3100 and BIOL 3140 cannot be taken concurrently. (Fall and Spring)

BIOL 3147. Cancer and Emerging Infectious Diseases — 3 hrs.

Cellular and molecular study of cancer, its epidemiology and identification, standard and novel cancer treatments; examination of emerging and re-emerging infectious diseases, their causative organisms, diagnostic procedures, treatments, and prognosis. Discussion, 3 periods. Prerequisite(s): BIOL 2051; BIOL 2052; CHEM 1110 and CHEM 1120, or CHEM 1130. (Spring)

BIOL 3151. General Microbiology — 4 hrs.

Physiology, morphology, taxonomy, immunology, and pathogenicity of microbes, with applications to medicine, agriculture, sanitation, and industry. Discussion, 2 periods; lab, 4 periods. Prerequisite(s): BIOL 2051; BIOL 2052; CHEM 1110 and CHEM 1120, or CHEM 1130. (Fall and Spring)

BIOL 3160. Field Zoology of Vertebrates — 4 hrs.

Identification and natural history of Iowa vertebrates. Emphasis on field trips. Discussion, 2 periods; lab and field work, 6 periods. Prerequisite(s): BIOL 2051; BIOL 2052; CHEM 1110 and CHEM 1120, or CHEM 1130. (Spring)

BIOL 3170. Entomology — 3 hrs.

Introduction to the fascinating world of insects, focusing on their diversity, ecology and interactions with humans, including insect-borne diseases and forensic entomology. Discussion, 2 periods; lab, 2 periods. Prerequisite(s): BIOL 2051; BIOL 2052; CHEM 1110 and CHEM 1120, or CHEM 1130. (Even Falls)

BIOL 3174. Field Biology: _____ — 1-3 hrs.

Selected topics in field biology, emphasizing hands-on techniques for field observation, and testing of evolutionary and ecological hypotheses. Offered both on- and off-campus in flexible format. Topics and hours listed in Schedule of Classes. May be repeated for credit on different topic. Prerequisite(s): vary with topic. (Variable)

BIOL 3179. Cooperative Education — 1-6 hrs.

Up to 12 hours of ungraded credit (credit/no credit basis) may be taken as university electives. (Fall, Spring, Summer)

BIOL 3185. Readings in Biology — 1-3 hrs.

Independent readings in biology from selected list approved in advance. Maximum of 3 hours for biology major. Prerequisite(s): consent of department. (Fall, Spring, Summer)

BIOL 3189. Seminar — 1-2 hrs.

(Variable)

BIOL 3190. Undergraduate Research in Biology — 1-3 hrs.

Research activities under direct supervision of Biology faculty members. Credit determined prior to registration based upon student proposal with agreement of faculty advisor. May be repeated. Prerequisite(s): BIOL 2051; BIOL 2052; sophomore standing; consent of department. (Fall, Spring, Summer)

BIOL 3191. Senior Thesis — 1 hr.

Senior research thesis. Open only to, and required for, students pursuing the B.S. Biology or B.A. Biology Honors Emphasis. Prerequisite(s): consent of department head. (Fall, Spring, Summer)

BIOL 4105/5105. Wildlife Ecology and Management — 4 hrs.

Applied population management of game and nongame wildlife. Lab emphasizes field techniques, population modeling, and habitat management planning. Discussion, 3 periods; lab, 3 periods. Prerequisite(s): BIOL 3100; BIOL 3140; junior standing. (Odd Falls)

BIOL 4108/5108. Biodiversity Conservation Policy — 3 hrs.

Review of laws and policies affecting endangered species, ecosystem management, and biodiversity conservation in the United States. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): BIOL 3100; BIOL 3140; junior standing. (Even Springs)

BIOL 4114/5114. Comparative Animal Physiology — 4 hrs.

Physical and chemical basis of cellular/organ functions across various animal phyla. Discussion, 3 periods; lab, 3 periods. Prerequisite(s): BIOL 3100; BIOL 3140; CHEM 2040 or CHEM 2210; junior standing. (Even Falls)

BIOL 4116/5116. Neurobiology — 3 hrs.

Survey of vertebrate nervous systems. Examination of several levels of organization ranging from molecules to neurons to larger systems in the brain. Discussion, 3 periods. Prerequisite(s): BIOL 3100; BIOL 3140; CHEM 2040 or CHEM 2210; junior standing. (Spring)

BIOL 4128/5128. Cell Biology — 4 hrs.

Foundation in cell structure, organization, and function, with emphasis on signal transduction, cell trafficking and cell cycle control. Lab will emphasize developing laboratory skills and improving analytical and writing abilities. Discussion, 3 periods; lab, 3 periods. Prerequisite(s): BIOL 3100; BIOL 3140; CHEM 2040 or CHEM 2210; junior standing. (Spring)

BIOL 4129/5129. Genomics — 3 hrs.

Genome sequencing, analysis of sequence variation, sequencing for disease diagnosis, comparative genomics, personal genomics, the epigenome in disease development, analysis of gene expression. Discussion, 2 periods; lab, 2 periods. Prerequisite(s): BIOL 3100; BIOL 3140; junior standing. (Even Falls)

BIOL 4130/5130. Genetic Technologies in Medicine — 3 hrs.

Study of genetic technologies in medicine, including causes of human genetic disorders, screening and diagnosis, genomic profiling, personalized medicine, genetic therapies, and ethics. Discussion, 2 periods; lab, 4 periods. Prerequisite(s): BIOL 3100; BIOL 3140; junior standing. (Odd Springs)

BIOL 4137/5137. Advanced Human Physiology — 4 hrs.

A study of the cellular mechanisms in select human organ systems. Class explores in detail the underlying molecular and physical mechanisms in the endocrine, neuronal, renal, and three types of muscular tissue. Discussion, 3 periods; lab, 3 periods. Prerequisite(s): BIOL 3100; BIOL 3140; CHEM 2040 or CHEM 2210; junior standing. (Odd Falls)

Course Descriptions

BIOL 4142/5142. Evolutionary Biology — 3 hrs.

Conceptual overview of evolutionary theory, mechanisms of evolutionary process, speciation and major evolutionary events. Discussion, 3 periods. Prerequisite(s): BIOL 3100; BIOL 3140; junior standing. (Spring)

BIOL 4144/5144. Virology — 4 hrs.

Introduction to virus structure, replication, genetics, pathogenicity, host interactions, detection, epidemiology, evolution, and virology methods. Health, agriculture, research and industry applications. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): BIOL 3100; BIOL 3140; junior standing. (Even Springs)

BIOL 4146/5146. Developmental Biology of Animals — 4 hrs.

Major concepts and central questions of animal development and controlling mechanisms. Laboratory emphasis on experimental inquiry and developmental anatomy. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): BIOL 3100; BIOL 3140; junior standing. (Spring)

BIOL 4150/5150. Immunology — 4 hrs.

Focus on multiple levels of human immunity, from organs/cells to molecular events. Basic immunology and relationships between immunology and various disease states. Laboratory experiences include many commonly-used immunology techniques. Discussion, 3 periods; lab, 3 periods. Prerequisite(s): BIOL 3100; BIOL 3140; junior standing. (Fall)

BIOL 4157/5157. Biostatistics — 3 hrs.

Introduction to methods used to analyze and interpret quantitative biological data. Emphasis on parametric statistics; use of "R" software for data analysis and presentation. Lecture, 2 hours; lab, 2 hours. Prerequisite(s): MATH 1140, or MATH 1120 and MATH 1130, or MATH 1420, or STAT 1772, or equivalent; BIOL 3100; BIOL 3140; junior standing. (Fall)

BIOL 4164/5164. Mammalogy — 4 hrs.

Biology of mammals, including evolutionary history, zoogeography, ecology, and diversity. Laboratory emphasis on identifications, natural history, and field techniques. Lecture, 3 periods; lab and field, 3 periods. Prerequisite(s): BIOL 3100; BIOL 3140; junior standing. (Fall)

BIOL 4167/5167. Conservation Biology — 3 hrs.

Human impacts on biodiversity, extinction, conservation of endangered species, protected areas, ex situ conservation, private land conservation, ecological economics. Lecture/discussion, 3 periods. Prerequisite(s): BIOL 3100; BIOL 3140; junior standing. (Spring)

BIOL 4168/5168. Ecology — 4 hrs.

Principles of organismal adaptation, species interactions, and population, community, and ecosystem structure/dynamics. Lab emphasizes student-led experiments, data analysis, and scientific writing. Lecture/discussion, 3 periods; lab, 3 periods. Prerequisite(s): BIOL 3100; BIOL 3140; junior standing. (Fall)

BIOL 4172/5172. Developmental Plant Anatomy — 4 hrs.

Structure and function of flowering plants, with emphasis on cell and organ development. Lecture, 2 periods; lab, 4 periods. Prerequisite(s): BIOL 3100; BIOL 3140; junior standing. (Even Falls)

BIOL 4180/5180. Restoration Ecology — 4 hrs.

Ecological principles applied to restoration of degraded ecosystems. Lab covers hands-on techniques in regional restoration and reconstruction. Discussion, 3 periods; lab, 3 periods. Prerequisite(s): BIOL 3100; BIOL 3140; junior standing. (Odd Springs)

BIOL 4198. Independent Study — 1-6 hrs.

(Fall, Spring, Summer)

BIOL 6202. Graduate Colloquium and Scientific Skills — 2 hrs.

Regular presentations by students, faculty members, or visitors on biological topics combined with instructional guidance to build scientific literacy, writing, and statistical skills. Taken each semester for four semesters for maximum of 8 hours. Discussion, 2 periods. (Fall and Spring)

BIOL 6230. Projects in Biology — 1-6 hrs.

Credit determined at registration. Projects in biology for graduate students. May be repeated. Prerequisite(s): consent of department. (Fall, Spring, Summer)

BIOL 6240. Advanced Cellular and Molecular Biology — 3 hrs.

Selected topics concerning understanding of function of living organisms at molecular and cellular level: regulatory mechanisms, recombinant DNA techniques, gene expression, and genetics of diseases. Lecture/discussion, 3 periods. May be repeated on different topic. Prerequisite(s): consent of instructor. (Odd Springs)

BIOL 6250. Advanced Physiology and Development — 3 hrs.

Selected topics concerning understanding of organ, organ system, and organism structure and function: immune system, cellular signaling mechanisms, photosynthesis, and cell motility and development. Lecture/discussion, 3 periods. May be repeated on different topic. Prerequisite(s): consent of instructor. (Odd Falls)

BIOL 6260. Advanced Ecology — 3 hrs.

Selected topics of ecology, concerning the understanding of relationships among organisms, and between organisms and their environments (natural or artificial): physiological ecology, conservation biology, and aquatic ecology. Lecture/discussion, 3 periods. May be repeated on different topic. Prerequisite(s): consent of instructor. (Even Springs)

BIOL 6270. Advanced Systematics and Evolutionary Biology — 3 hrs.

Selected topics concerning understanding of systematic and evolutionary relationships among organisms and evolutionary biology: evolutionary theory, systematics, and origin of life. Lecture/discussion, 3 periods. May be repeated on different topic. Prerequisite(s): consent of instructor. (Even Falls)

BIOL 6289. Seminar — 1 hr.

May be repeated for credit. (Variable)

BIOL 6292. Research Methods in Biology — 1 hr.

Introduction to research methods in biology. Emphasis on literature review, proposal preparation, and manuscript style. Discussion, 1 period. (Fall and Spring)

BIOL 6297. Practicum — 2 hrs.

May be repeated. (Variable)

BIOL 6299. Research.

Prerequisite(s): consent of department. (Fall, Spring, Summer)

BIOL 629R. Directed Research.

(Fall, Spring, Summer)

BUSINESS: Business Administration, Interdepartmental

Courses

BUSINESS 1000. Introductory Seminar for Business Professionals.

0 hrs. Required for new business majors, an introduction to the Wilson College of Business curriculum, learning resources, and academic expectations; exploration and identification of career goals; introduction to the professional expectations of the corporate world. Pass/no credit only. (Fall)

BUSINESS 2000. Business Professionals in Training.

0 hrs. Focuses on the professional skills expected by employers; includes self-awareness of personal values/traits; assessment of communication, interpersonal, and thinking skills; career management; knowledge of business enterprise; business professionalism. Pass/no credit only. Prerequisite(s): BUSINESS 1000 or consent of Wilson College of Business advisor; pre- or declared business majors only. (Fall and Spring)

BUSINESS 2100. Global Skills: (topic) — 3 hrs.

This class is set up with a study abroad as its focus, which will provide students with hands-on learning experiences designed to increase understanding of another cultural and economic environment different from their own. Through a variety of assignments and site visits, students will gain an invaluable introduction to various countries; their ecology, history and geography, as well as current cultural, business, and, in some cases, environmental practices. (Variable)

BUSINESS 3000. Intermediate Professional Skills: (topic).

0 hrs. Experiential course focuses on the professional skills expected by employers; may include self-awareness of personal values/traits; assessment of communication, interpersonal, and thinking skills; career management; business professionalism; professional use of business software. Topics vary by section and semester. Pass/no credit only. Prerequisite(s): BUSINESS 2000 or consent of Wilson College of Business advisor; may be repeated in subsequent semesters; business majors only. (Fall and Spring)

BUSINESS 3025. Business Analysis Techniques — 3 hrs.

How to make good decisions for an organization using quantitative and qualitative methods. Topics include probability, decision theory, critical thinking, marginal analysis, inventory and project management, discrete and continuous distributions, sampling distribution theory, confidence intervals, hypothesis testing, and linear regressions. Prerequisite(s): admission to the Bachelor of Applied Science in Managing Businesses and Organizations major. (Variable)

BUSINESS 3030. Accounting Concepts — 3 hrs.

How to keep track of an organization's financial resources. Students will learn about accounting procedures and practice the skills involved in financial and managerial accounting. Prerequisite(s): admission to the Bachelor of Applied Science in Managing Businesses and Organizations major. (Variable)

BUSINESS 3035. Information Systems for Professionals — 3 hrs.

How to manage information as an organizational resource, beginning with an overview of the systems that produce information and help organizations use it effectively. Topics include storing, organizing, analyzing, securing, and protecting information for an array of business processes. Prerequisite(s): admission to the Bachelor of

Applied Science in Managing Businesses and Organizations major. (Variable)

BUSINESS 3050. The Art of Managing People at Work — 3 hrs.

This course focuses on the recruitment, retention and development of an organization's most important resource....its people. Discussion and readings will cover what distinguishes top talent from mediocre talent and what makes an organization an employer of choice. Leadership, conflict management, negotiations along with other important management differentiators will also be covered. Prerequisite(s): admission to the Bachelor of Applied Science in Managing Businesses and Organizations major. (Variable)

BUSINESS 3060. Law, Society, and Business — 3 hrs.

Develop broader understanding of the role organizations play in society -- locally, nationally, and globally. Ethics, law, technology, and ecology are some of the elements that combine to make this a crucial and constantly changing challenge for organizations. Prerequisite(s): admission to the Bachelor of Applied Science in Managing Businesses and Organizations major. (Variable)

BUSINESS 3065. Entrepreneurship and Opportunity — 3 hrs.

How to implement lean start-up methodology. Emphasis on customer discovery and marketplace feedback to determine real pain points and unmet needs of customers before launch. Entrepreneurial best practices are covered in preparation for entrepreneurial or intrapreneurial endeavors. Prerequisite(s): admission to the Bachelor of Applied Science in Managing Businesses and Organizations major. (Variable)

BUSINESS 3070. Topics: Effective Business Practices — 3 hrs.

Selected topics in business and management. Examples could include leadership, negotiation, communication in a diverse workplace, global trade practices, etc. Prerequisite(s): admission to the Bachelor of Applied Science in Managing Businesses and Organizations major. (Variable)

BUSINESS 3154. Global Skills — 2-3 hrs.

Combines cultural immersion with practical techniques and a liberal arts education to develop the interpersonal competency necessary to work effectively with individuals from around the world. Prerequisite(s): junior standing. (Same as CAP 3154) (Summer)

BUSINESS 3155. Socio-Economic Reality of Central America — 2 hrs.

Focus on the impact of culture in the work environment and the social and economic environment of Central America to explore how culture might impact a country's economic status in the global economy. Prerequisite(s): junior standing. [Same as CAP 3155] (Fall and Spring)

BUSINESS 3169. International Experience.

The successful completion of an approved study abroad experience, or a departmental internship or cooperative education experience that includes a significant international component. Pass/no credit. Prerequisite(s): consent of instructor. (Fall, Spring, Summer)

BUSINESS 4000. Advanced Professional Skills.

0 hrs. Experiential course where students focus on building leadership skills in addition to gaining mastery of those professional skills needed for success in the workplace. Coaching is provided to help students identify where and how these higher-level skills may be mastered. Pass/no credit only. Prerequisite(s): BUSINESS 2000; BUSINESS 3000 or consent of Wilson College of Business advisor; may be repeated in subsequent semesters; business majors only. (Fall and Spring)

Course Descriptions

BUSINESS 4040. Applied Business Finance — 3 hrs.

How to manage an organization's financial resources. Emphasis is on analyzing financial statements, time value of money, management of cash flow, risk and return, and valuation. Prerequisite(s): ECON 1031 (or ECON 1041 and ECON 1051); BUSINESS 3025; BUSINESS 3030; admission to the Bachelor of Applied Science in Managing Businesses and Organizations major. (Variable)

BUSINESS 4045. Practical Marketing for Organizations — 3 hrs.

How to make sure the world knows what you want them to know about your organization. Economic, business, and social environments are considered in developing a marketing plan for product, place, price, promotion, and customer service. Prerequisite(s): ECON 1031 (or ECON 1041 and ECON 1051); BUSINESS 3025; BUSINESS 3030; admission to the Bachelor of Applied Science in Managing Businesses and Organizations major. (Variable)

BUSINESS 6280. Topics in Business — 1-3 hrs.

Selected topics in business. May be repeated. Anticipated typical credit of 1 hour. Prerequisite(s): consent of MBA Director. (Variable)

CAP: Capstone

The following courses satisfy the Liberal Arts Core Category 6 Capstone Experience. The most current list of approved Liberal Arts Core Capstone courses is designated in each semester Schedule of Classes and also on the Liberal Arts Core Web site <https://undergraduatestudies.uni.edu/liberal-arts-core/requirements>.

Courses

CAP 3102. Living in Our Techno-Social World — 3 hrs.

Exploration of the complex relationships between technology and society. Students discover how social systems affect the nature and use of technology and how the nature and use of technology affect social systems. Prerequisite(s): junior standing. (Same as TECH 3102) (Spring)

CAP 3103. Multidisciplinary Perspectives on Genocide: Case Studies — 3 hrs.

Introduces students to current perspectives on the Holocaust and other genocides from a variety of disciplines; examines the past and current significance of genocide to these disciplines and to the international community. Prerequisite(s): junior standing. (Fall and Spring)

CAP 3105. Sacred Space — 3 hrs.

This course asks why certain space is considered sacred and what the effect of that sacred space is on the profane space around it. Takes an interdisciplinary approach, drawing on such fields as anthropology, art, architecture, history, and religion. Prerequisite(s): junior standing. (Variable)

CAP 3106. Theatre in Education — 3 hrs.

Application of theatre performance and improvisation techniques to the teaching of a specific curricular topic intended for young audiences. Prerequisite(s): junior standing. (Variable)

CAP 3121. Creativity and the Evolution of Culture — 3 hrs.

Explores creativity from a Systems Perspective - as achievement resulting from a confluence of the Individual, the Domain, and the Field. Investigates creativity's role in the advance of culture; provides student opportunities to enhance personal creativity. Prerequisite(s): junior standing. (Variable)

CAP 3123. Greece: From the "Cradle of Democracy" to Today — 3 hrs.

A three-week, summer study-abroad and experiential learning course in Greece that allows students to experience Greece and its diverse cultural heritages from the perspectives of geography, history, religion, material culture (i.e., visits to archaeological sites, museums, monuments, churches, etc.) and contemporary Greeks. Prerequisite(s): junior standing. (Variable)

CAP 3124. Democracies — 3 hrs.

Addresses the varieties of democracy in theory and practice. Examines the threats to and opportunities for democracy posed by globalization. Studies relationships between democracy and various economic systems and geographical issues. Prerequisite(s): junior standing. (Variable)

CAP 3125. Globalization, Cultural Pluralism and International Security — 3 hrs.

Addresses the impact of globalization and cultural pluralism on the quality of human life and international security. Special emphasis given to environmental, ethnic, and international migration issues. Prerequisite(s): junior standing. (Variable)

CAP 3128. Ethics in Communication — 3 hrs.

Exploration of ethical dimensions and dilemmas in communication. [Same as COMM 3236] (Fall and Spring)

CAP 3129. Being National — 3 hrs.

Nearly all people in the world today are "national". But what really is national identity? Has it always existed? Where does it come from? This course examines the evolution of modern nations since the eighteenth century; the character of "being national" today in America, Europe, and other areas of the world; the powerful role that religion continues to play in national identity formation; the implications of globalization for national identity; how immigrants experience national identity; and, finally, the constructed and contingent nature of nations and national identity. Prerequisite(s): junior standing. (Variable)

CAP 3130. Science and Pseudoscience: Critiquing the World Around You — 3 hrs.

Daily, we are bombarded with interesting and novel breakthroughs and findings, for which these claims may or may not be true. This course builds off student knowledge to apply critical thinking and scientific analysis to controversial topics from various disciplines in the world around us. Prerequisite(s): junior standing. (Fall and Spring)

CAP 3131. Analysis of Social Issues — 3 hrs.

Critical thinking skills applied to rhetoric about issues confronting society. How to use philosophy, logic, social science and natural science to critique arguments and engage in meaningful discourse. Prerequisite(s): junior standing. (Fall and Spring)

CAP 3134. Back in the Valley: Martin Luther King, Jr. and the 21st Century — 3 hrs.

Using the social thought and action of Martin Luther King, Jr., as an analytical backdrop, students explore the socioeconomic and political context in the United States today. Students will be required to examine their own moral development, social thinking, faith perspectives, and decision-making processes. Uses an interdisciplinary and comprehensive approach. Students are required to investigate what community resources are available for the disadvantaged. Prerequisite(s): junior standing. (Variable)

CAP 3140. Environment, Technology, and Society — 2 hrs.

Emphasis on relationships and interactions of physical, biological, technological, and cultural components of environment. Study

of selected interdisciplinary problems. Elaborates on student's previous university experience and develops environmental literacy. Prerequisite(s): completion of both Liberal Arts Core Life Sciences and Physical Sciences requirements; junior standing. (Fall, Spring, Summer)

CAP 3144. Genocide in Writing and Film — 3 hrs.

Exploration of the complex interaction among occurrences of genocide, memory of them (individual, collective, and cultural), and print and cinematic representations of these historical events. Emphasis on how writing and film have shaped audience awareness and understanding of different genocides as well as individual, collective, and cultural responses to them. Prerequisite(s): junior standing. (Same as ENGLISH 3144) (Variable)

CAP 3148. The Holocaust in Literature and Film — 3 hrs.

Examination of responses to the Holocaust in literary texts and visual narratives. Includes issues of survivor testimony and representation, the possibilities and limitations of language and cinematic images, the role of memory, and questions of ethics and trauma. [Same as ENGLISH 3148] (Variable)

CAP 3151. Money, Sex and Power: Theories of Race, Class and Gender — 3 hrs.

Examination of social and ethical aspects of oppression and privilege in personal and political life. Study of concepts and meaning of categories such as race, ethnicity, class, gender and sexuality, and evaluation of strategies of resistance and/or accommodation. Prerequisite(s): junior standing. (Variable)

CAP 3152. Complementary, Alternative, and Integrative Health — 3 hrs.

Introduction to the concepts, theoretical basis, evidence-based analysis, and challenges and issues in integrative health and complementary and alternative medical practices (CAM). Integrative, alternative, and complementary medicine covers a broad range of healing philosophies, approaches, and therapies involving the use of holistic or culturally-specific health services and practices in the treatment of illness and disease and embraces an expanded concept of health and illness. Prerequisite(s): junior standing. (Same as PH 3650) (Variable)

CAP 3154. Global Skills — 2-3 hrs.

Combines cultural immersion with practical techniques and a liberal arts education to develop the interpersonal competency necessary to work effectively with individuals from around the world. Prerequisite(s): junior standing. (Same as BUSINESS 3154) (Summer)

CAP 3155. Socio-Economic Reality of Central America — 2 hrs.

Focus on the impact of culture in the work environment and the social and economic environment of Central America to explore how culture might impact a country's economic status in the global economy. Prerequisite(s): junior standing. (Same as BUSINESS 3155) (Fall and Spring)

CAP 3157. Monsters, Vampires, and Religion: An Awesome Alliance — 3 hrs.

As they read *Religion and its Monsters* by Timothy Beal and *Frankenstein* by Mary Shelley, students enhance their knowledge of the role monsters play in religion and develop proficiency in recognizing and analyzing religious undercurrents in our contemporary fascination with monsters. Students draw on skills/interests from their majors to complete a project about monsters in a contemporary novel. Prerequisite(s): junior standing. (Summer)

CAP 3158. The Water Planet — 3 hrs.

Investigates the interconnected role water, as a natural resource, plays at the junction between the social and physical environments of Earth. Topics include issues of water resources related to scientific, engineering, political, cultural, economic, and legal matters. Prerequisite(s): junior standing. (Fall, Spring, Summer)

CAP 3160. Community and Public Health — 3 hrs.

Examination of the major public health issues facing the U.S. and world population. Investigation of major public health initiatives, public policy, and ethical issues related to public health. Prerequisite(s): junior standing. (Same as PH 3160) (Variable)

CAP 3162. Ireland: Literature, Culture, History — 3 hrs.

Applying various perspectives from the arts, humanities, and social sciences to selected topics and issues in Irish literature, culture, and history; includes visits to notable related sites in Ireland. Generally offered as a Summer Study Abroad course. [Same as ENGLISH 3162] (Even Summers)

CAP 3165. Intercultural Perspectives — 3 hrs.

An interdisciplinary approach for understanding intercultural perspectives and developing effective intercultural skills for meeting the challenges of today's interconnectedness of societies and cultures both locally and globally. (Same as GER 3334 and TESOL 3565) (Fall and Spring)

CAP 3173. Bio-Medical Ethics — 3 hrs.

Application of principles and analytic methods of ethical theory to contemporary issues in medical practice and research. Topics include fundamental concepts of health and disease, life and death; rights and obligations of medical practitioners and their patients; informed consent and confidentiality; abortion and euthanasia; reproductive and transplantation technologies; and health policy and the provision and rationing of health care. (Same as RELS 3510 and PHIL 3510) (Fall and Spring)

CAP 3187. Blues and Jazz in African American Film and Literature — 3 hrs.

African American experiences in Spirituals, Blues, Gospel, Ragtime, Jazz, and Rap/Hip-Hop applied to study of narrative strategies, themes, and ideologies of resistance and survival in African American films and literature. (Same as ENGLISH 3577) (Variable)

CAP 3190. Idea of the University — 3 hrs.

An examination of the role of the university in American society with a focus on: (1) what it has been, (2) how it has evolved, and (3) what its key purposes are and should be. Topics may include a brief historical overview, an examination of current models of institutions of higher education, discussion and evaluation of key problems facing higher education, and an exploration of future trends and proposed "innovations" in higher education. Prerequisite(s): junior standing. (Variable)

CAP 3194. Perspectives on Death and Dying — 3 hrs.

Multidisciplinary study of death, dying, and bereavement across cultures, religious and ethnic groups, and historical periods, with attention to ritual and memoir, ethical dilemmas at the end of life, and psychology of mourning. (Same as RELS 3110 and PHIL 3110) (Fall and Spring)

CHEM: Chemistry and Biochemistry

Courses

CHEM 1010. Principles of Chemistry — 4 hrs.

Basic concepts of chemistry, the periodic table and its relation to atomic structure and chemical properties. How the understanding of changes in matter and energy is important in both living and non-living systems. Work of the chemist and the interactions of chemistry with other activities of humankind. Discussion, 3 periods; lab, 2 periods. No credit for student with credit in any college chemistry course. (Fall and Spring)

CHEM 1011. Molecules and Life — 3 hrs.

Basic concepts of chemistry, with an emphasis on the structure and function of molecules in living systems. Discussion, 3 periods. No credit for student with credit in any college chemistry course. (Fall and Spring)

CHEM 1012. Matter Matters — 3 hrs.

All the matter around us is made of atoms, and we are constantly making choices about how we use and interact with the chemical aspects of our world. Many ethical questions accompany these choices. This course explores how the scientific method advances knowledge, informs individual and societal decisions, and enables students to understand the importance of chemistry in their everyday lives. (Fall)

CHEM 1020. Chemical Technology — 4 hrs.

Basic concepts of inorganic and organic chemistry and their applications to industrial processes. Emphasis on application of chemical principles in materials, energy production and use, and environmental problems. Discussion, 3 periods; lab, 3 periods. No credit for student with credit in any college chemistry course. (Fall and Spring)

CHEM 1110. General Chemistry I — 4 hrs.

Structure of matter, its physical properties and laws describing them, the periodic table and its relation to atomic structure and chemical properties, and non-metallic elements and their compounds. Students with extensive background in high school chemistry and mathematics may enter CHEM 1130 following departmental advisement. Discussion, 3 periods; lab, 3 periods. Prerequisite(s): satisfactory ALEKS score or equivalent. (Fall, Spring, Summer)

CHEM 1120. General Chemistry II — 4 hrs.

Continuation of CHEM 1110 with emphasis on intermolecular forces, solutions, kinetics, chemical and ionic equilibrium, and thermodynamics. Discussion, 3 periods; lab, 3 periods. For pre-professional students and science majors with a special interest in chemistry. Prerequisite(s): CHEM 1110 or equivalent. (Fall, Spring, Summer)

CHEM 1130. General Chemistry I-II — 5 hrs.

Accelerated course for well-prepared students. Content similar to CHEM 1110 and CHEM 1120 but covered in one semester. Completion satisfies General Chemistry requirement of any chemistry major. Discussion, 4 periods; lab, 3 periods. Prerequisite(s): consent of department head. (Fall)

CHEM 1610. Careers In Chemistry — 1 hr.

Exploration of career opportunities in chemistry-related fields and preparing for life after graduation. Presentations describing careers and current areas of research in chemistry; drafting resume/CV; finding and applying for jobs, internships, and undergraduate research

opportunities. Offered on credit/no credit basis only. No credit toward Chemistry Minor. Discussion, 1 period. Prerequisite(s): CHEM 1120 or CHEM 1130. (Variable)

CHEM 2010. Chemical Safety Seminar — 1 hr.

Overview of laboratory and chemical safety principles, including regulatory considerations. May not be used for credit toward a chemistry minor. Prerequisite(s): CHEM 2040 or CHEM 2210 or equivalent. (Spring)

CHEM 2040. Applied Organic and Biochemistry — 4 hrs.

Basic concepts in organic chemistry and biochemistry, including nomenclature, functional groups, reactivity, and macromolecules. No credit for students with credit in CHEM 2220. Discussion, 3 periods; lab, 3 periods. Prerequisite(s): CHEM 1010 or CHEM 1120 or CHEM 1130. (Fall and Spring)

CHEM 2110. Descriptive Inorganic Chemistry — 4 hrs.

Properties, structures, reactions, and applications of elements and their most important compounds. Discussion, 3 periods; lab, 3 periods. Prerequisite(s): CHEM 1120 or CHEM 1130. (Fall and Spring)

CHEM 2210. Organic Chemistry I — 3 hrs.

Fundamentals of organic chemistry. For majors in the sciences and those preparing for medically-related careers. Discussion, 3 periods. Prerequisite(s): CHEM 1120 or CHEM 1130. (Fall, Spring, Summer)

CHEM 2220. Organic Chemistry II — 3 hrs.

Continuation of CHEM 2210. Discussion, 3 periods. Prerequisite(s): CHEM 2210. (Fall, Spring, Summer)

CHEM 2230. Organic Chemistry Laboratory — 2 hrs.

Purification and identification techniques and some representative organic reactions. Lab, 6 periods. Prerequisite(s) or corequisite(s): CHEM 2210. (Fall and Spring)

CHEM 2320. Chemical Analysis — 3 hrs.

A survey of modern analytical techniques and quantitative methodology, including spectroscopic analysis, mass spectrometry, chromatographic separations, electrochemical techniques, sample introduction, and data analysis. Discussion, 3 periods. Prerequisite(s): CHEM 1120 or CHEM 1130. (Fall and Spring)

CHEM 2330. Chemical Analysis Laboratory — 2 hrs.

Techniques and calculations of modern quantitative analysis, with a principal focus on precision in laboratory measurements and statistical treatment of data. Includes analysis of unknown mixtures and practical applications of modern analysis. Lab, 6 periods. Prerequisite(s) or corequisite(s): CHEM 2320. (Fall and Spring)

CHEM 3305/5305. Environmental Chemistry — 3 hrs.

An introduction to chemical processes that are important in the environment: sources, transport, reactions, reaction kinetics, chemical equilibria, and geochemical cycling of chemical species in the air, water, and soil environments. Includes consideration of the effect of human activities on the chemistry of the atmosphere, hydrosphere, and lithosphere. Discussion, 3 periods. Prerequisite(s): CHEM 1120 or CHEM 1130; junior standing. (Variable)

CHEM 3600. Undergraduate Research in Chemistry — 1-3 hrs.

May be repeated. Prerequisite(s): Credit applied to the B.S. Biochemistry or B.S. Chemistry major requires the following prerequisites: CHEM 2110 or CHEM 2230 or CHEM 2330 or consent of department head. (Fall, Spring, Summer)

CHEM 4110/5110. Inorganic Chemistry — 3 hrs.

Applications of principles of physical chemistry to inorganic systems, with emphasis on chemistry of transition elements.

Discussion, 3 periods. Prerequisite(s): CHEM 2110; CHEM 2210; CHEM 4420/5420; junior standing. (Odd Springs)

CHEM 4150/5150. Advanced Inorganic Chemistry — 3 hrs.

Coordination chemistry, organometallics, materials chemistry, or other advanced topics in inorganic chemistry. May be repeated on different topics with consent of instructor. Discussion, 3 periods. Prerequisite(s): CHEM 4110/5110 or consent of instructor; junior standing. (Variable)

CHEM 4200/5200. Nanoscience — 3 hrs.

Study of nanoscale materials and processes, with emphasis on the preparation and characterization of materials with nanometer scale dimensions; investigation of how nanoscale dimensions produce unique chemical and physical properties; nanoscale microscopy and spectroscopic methods of investigation. Prerequisite(s): CHEM 1110 and CHEM 1120 (or CHEM 1130); PHYSICS 1511 or PHYSICS 1701; PHYSICS 1512 or PHYSICS 1702; junior standing. [Same as PHYSICS 4200/5200] (Odd Falls)

CHEM 4210/5210. Nanotechnology — 3 hrs.

Study of nanoscale materials and processes, with emphasis on the current and potential future applications of materials with distinctive properties due to their nanometer scale dimensions; nanoporous materials; discussion of the broader implications of nanotechnology in areas such as government policy, occupational safety and medical technology. Prerequisite(s): CHEM 1110 and CHEM 1120 (or CHEM 1130); PHYSICS 1511 or PHYSICS 1701; PHYSICS 1512 or PHYSICS 1702; junior standing. [Same as PHYSICS 4210/5210] (Even Falls)

CHEM 4220/5220. Organic Structure Analysis — 3 hrs.

Use of infrared and ultraviolet-visible spectroscopy, proton and carbon magnetic resonance, mass spectrometry, and other physical and chemical methods for assignment of structure to organic compounds. Discussion, 3 periods. Prerequisite(s): CHEM 2230; CHEM 2320; junior standing. (Even Springs)

CHEM 4250/5250. Advanced Organic Chemistry — 3 hrs.

Product analysis, kinetics, and mechanism of organic reactions. May be repeated on different topics with consent of instructor. Discussion, 3 periods. Prerequisite(s): CHEM 2220; CHEM 4430/5430; or consent of instructor; junior standing. (Variable)

CHEM 4310/5310. Instrumental Analysis — 3 hrs.

Application of physical chemical principles to chemical analysis with an emphasis on the practice of instrumental methods of analysis such as spectrophotometric, electroanalytical, chromatographic, and computerized techniques. Discussion, 1 period; lab, 5 periods. Prerequisite(s): CHEM 2210; CHEM 2320; CHEM 2330; junior standing. Prerequisite(s) or corequisite(s): CHEM 4420/5420. (Fall)

CHEM 4350/5350. Advanced Analytical Chemistry — 3-4 hrs.

Chromatography, spectroscopy, electrochemistry, or other advanced topics in analytical chemistry. May be repeated on different topics with consent of instructor. Discussion, 3 periods; if offered for 4 hours, lab 3 additional periods. Prerequisite(s): CHEM 4310/5310; CHEM 4420/5420; CHEM 4430/5430; or consent of instructor; junior standing. (Variable)

CHEM 4420/5420. Physical Chemistry I — 3 hrs.

Application of quantum mechanics, thermodynamics, and kinetics to chemical behavior on the microscopic and macroscopic scales. Discussion of the harmonic oscillator, atoms and molecules, spectroscopy, energy changes during reactions, chemical equilibrium and reaction mechanisms. Discussion, 3 periods. Prerequisite(s):

CHEM 1120 or CHEM 1130; MATH 1420; PHYSICS 1512 or PHYSICS 1702; junior standing. (Fall)

CHEM 4430/5430. Physical Chemistry II — 3 hrs.

Continued applications of quantum mechanics, thermodynamics, and kinetics to chemical behavior. Relationships between thermodynamic energies, properties of mixtures, angular momentum, multielectron systems, the Boltzmann distribution, and the kinetic theory of gases. Discussion, 3 periods. Prerequisite(s): CHEM 4420/5420, MATH 1421; junior standing. (Spring)

CHEM 4440/5440. Physical Chemistry Laboratory — 2 hrs.

Physical measurement techniques in chemistry. Lab, 6 periods. Prerequisite(s): CHEM 2320; CHEM 2330; CHEM 4420/5420; junior standing. Prerequisite(s) or corequisite(s): CHEM 4430/5430. (Spring)

CHEM 4450/5450. Advanced Physical Chemistry — 3 hrs.

Molecular structure, chemical kinetics, quantum mechanics, or other advanced topics in physical chemistry. May be repeated on different topics with consent of instructor. Discussion, 3 periods. Prerequisite(s): CHEM 4420/5420; CHEM 4430/5430; or consent of instructor; junior standing. (Variable)

CHEM 4505/5505. Drugs, Poisons, and Venoms — 3 hrs.

Biology, chemistry, and biochemistry of drugs, poisons, and venoms, with consideration of associated criminal and societal issues. Discussion, 3 periods. Prerequisite(s): CHEM 2040 or CHEM 2220; junior standing. (Fall and Spring)

CHEM 4510/5510. Biochemistry I — 3 hrs.

Structure and function of biologically important molecules including amino acids, proteins, carbohydrates, lipids, and nucleic acids, and enzyme kinetics. Lecture, 3 periods. Prerequisite(s): CHEM 2220; junior standing. (Fall and Spring)

CHEM 4520/5520. Biochemistry II — 3 hrs.

Continuation of CHEM 4510/5510/5510. Bioenergetics; intermediary metabolism of carbohydrates, lipids, and amino acids; macromolecular biosynthesis; and current topics in biochemistry. Lecture, 3 periods. Prerequisite(s): CHEM 4510/5510; junior standing. (Spring)

CHEM 4530/5530. Biochemistry Laboratory — 2 hrs.

Introduction to biochemical methodology. Chromatographic and electrophoretic purifications of proteins, lipids, and nucleic acids; chemical characterizations of amino acids, peptides, carbohydrates, and fatty acids; study of enzyme kinetics. Lab, 6 periods. Prerequisite(s): CHEM 4510/5510; junior standing. Prerequisite(s) or corequisite(s): CHEM 4520/5520. (Fall and Spring)

CHEM 4550/5550. Advanced Biochemistry — 3 hrs.

Amino acid and nucleotide biosynthesis and degradation, signal transduction, or other advanced topics in biochemistry. May be repeated on different topics with consent of instructor. Discussion, 3 periods. Prerequisite(s): CHEM 4510/5510; CHEM 4520/5520; junior standing. (Variable)

CHEM 4605/5605. Introduction to Polymer Science — 3 hrs.

This course is designed as an upper-level undergraduate and introductory graduate-level elective to teach the fundamentals of polymer science. The course is intended to introduce students to some of the major concepts of polymer science: a history of macromolecules; structure and bonding in polymers; types of polymerizations; natural and biological polymers; and sustainability and recycling. Prerequisite(s): CHEM 1120 or CHEM 1130; junior standing. (Odd Summers)

Course Descriptions

CHEM 4610/5610. Advanced Synthesis Laboratory — 2 hrs.

Advanced techniques in synthesis, purification, and characterization of organic and inorganic compounds. Lab, 6 periods. Prerequisite(s): CHEM 2110; CHEM 2230; junior standing. Prerequisite(s) or corequisite(s): CHEM 2220. (Fall)

CHEM 4620/5620. Special Problems in Chemistry — 1-6 hrs.

Credit determined at registration. Problems selected according to needs of students. May be repeated for credit. Prerequisite(s): consent of department head; junior standing. (Variable)

CHEM 4630/5630. Research Methods and Chemical Literature — 1-3 hrs.

Concepts and procedures for developing a chemical research problem; use and importance of chemical literature. Prerequisite(s): junior standing. (Fall and Spring)

CHEM 6289. Seminar — 1 hr.

Current topics in chemistry. May be repeated.

CHEM 6299. Research.

Prerequisite(s): consent of department head. (Fall, Spring, Summer)

CHEM 629R. Directed Research.

(Fall and Spring)

CHIN: Chinese

Courses

CHIN 1001. Elementary Chinese I — 4-5 hrs.

For beginners. (Variable)

CHIN 1002. Elementary Chinese II — 4-5 hrs.

Continuation of CHIN 1001. Prerequisite(s): CHIN 1001 or consent of instructor. (Variable)

CHIN 1011. Intermediate Chinese I — 4-5 hrs.

Continuation of CHIN 1002. Progressive development of writing, reading, and speaking skills through sequence of exercises relating to daily practical living. Grammatical refinement using numerous illustrations of more difficult new words in dialogues on everyday topics. Prerequisite(s): CHIN 1002 or consent of instructor. (Variable)

CHIN 1050. Introduction to Chinese Literature — 3 hrs.

This survey course of Chinese Literature introduces major works of Chinese literature over history. (Fall)

CHIN 1060. Introduction to Chinese Culture: (Topic) — 3 hrs.

Introduction to selected Chinese cultural topics such as language, film, and art. May be repeated for credit under different topics. (Fall and Spring)

CI: Curriculum & Instruction

Courses

CI 6118. Exploring Transformative Education — 3 hrs.

Transformational educators create experiences, melding the art and science of any subject and facilitating their students' learning. The key to transformational teaching is not reacting but rather a passionate obsession with analysis and preparation. This course is the first of four courses focusing on transformational education and educators. It introduces experienced educators to an overview of some theories associated with educational practices that transform learning, culturally sustain and foster equity-based classrooms, and how schools engage in research that transforms personal practice, explores transformative leadership in a school context, and applies ethical frameworks and legal principles related to educational initiatives.

Prerequisite(s): admission to the Transformative Education MAE program. (Fall, Spring, Summer)

CI 6119. Engaging Transformative Education — 3 hrs.

Transformational educators create learning experiences, melding the art and science of any subject that facilitates their students' connections and valuing of learning. The key to transformational teaching is not reacting but rather a passionate obsession with analysis and preparation. This course is the second of four courses focusing on transformational education and features engagement with transformative education. Students apply theoretical frameworks developed in the first course to analyze real school situations through this course. They will develop culturally sustaining and equity-oriented research questions worthy of study and further develop communication, decision-making, and problem-solving skills. Various leadership styles are considered in the context of transformational practice. Students will analyze educational policy, legal principles, and ethical implications of educational decisions. Prerequisite(s): CI 6118. (Fall, Spring, Summer)

CI 6120. Critiquing Transformative Education — 3 hrs.

This course is the fourth of four courses focusing on transformational education. Through this course, Critiquing Transformative Education, students will critically analyze key theories and models of transformative education and evaluate methodologies for classroom application and praxis. Students will interpret their research findings and communicate conclusions in a scholarly format. This course will analyze the challenges of inclusive transformative leadership and organizational challenges for implementing transformative practice and praxis. Students will evaluate equity and access policy through engagement with ethical dilemmas in transformative education. Prerequisite(s): CI 6119. (Fall, Spring, Summer)

CI 6121. Creating Transformative Education — 3 hrs.

This course is the third of four courses focusing on transformational education. Through this course, Critiquing Transformative Education, students critically analyze key theories and models of transformative education and evaluate methodologies for classroom application and praxis. Building on the previous critical research question(s), teams of students will gather data that answers or redirects questions to develop transformative education initiatives. This course will analyze the challenges of inclusive transformative leadership and organizational challenges for implementing transformative practice and praxis. Students will evaluate equity and access policy through engagement with ethical dilemmas in transformative education. Prerequisite(s): CI 6120. (Fall, Spring, Summer)

CI 6500. Adapting and Creating Curriculum with AI — 3 hrs.

In the rapidly evolving landscape of education, harnessing the power of Artificial Intelligence (AI) has become increasingly essential. This course explores how educators can leverage AI technologies to adapt existing curricula and create new educational experiences that are responsive to and effective in meeting the needs of all learners. Students will delve into AI applications in education, gaining insights into how AI can personalize learning experiences, optimize content delivery, and enhance educational outcomes. Through a blend of theoretical exploration and hands-on practical exercises, educators will learn strategies to integrate AI tools and techniques into their teaching practices and design, or re-design, curricula in light of these teaching practices. Students will learn how to use AI and other emerging technologies to help K12 students produce original and creative works and demonstrate disciplinary learning. (Spring)

CI 7352. Curriculum Theory and Development — 3 hrs.

Assists the advanced graduate student in viewing, analyzing, and interpreting the curriculum and instruction program of an educational institution and in developing skills for implementing change. (Variable)

CI 7354. Curriculum Implementation and Evaluation — 3 hrs.

Exploration of systems for program evaluation and revision and the dynamics of change processes. (Variable)

CI 7389. Seminar in Curriculum and Instruction — 3 hrs.

Intensive study and seminar presentations of current issues, trends, procedures, and obstacles to change in curriculum and instructional practice. May be repeated to a maximum of 12 hours. Prerequisite(s): doctoral status or consent of department. (Variable)

CI 7397. Practicum in Curriculum and Instruction — 2-4 hrs.

Supervised practice in working as a co-facilitator and/or as a facilitator in program evaluation and revision and/or instructional design and improvement in an educational setting. May be repeated for maximum of 4 hours. Prerequisite(s): CI 7352; and consent of instructor. (Fall, Spring, Summer)

CM CORE: Communication and Media Core

Courses

CM CORE 1001. Digital Toolbox — 3 hrs.

Learn basic concepts and skills needed for digital creation/production including image creation and editing, videography, photography, web design, basic coding for the web, and content management for a wide range of communication professions and settings. Students will develop a solid foundation in creative digital production skills. This will prepare students for future coursework, the modern workplace, and life as a digital citizen. (Fall and Spring)

CM CORE 1010. Mass Communication and Society — 3 hrs.

Survey of basic mass communication processes, including history and structure of media and media-related industries and sales, audiences, effects, careers, and future directions. (Fall and Spring)

CM CORE 2020. Communication Research Methods — 3 hrs.

Introduction to the process of research and inquiry across the discipline of communication studies. Includes the three units qualitative, quantitative, and rhetorical. Introduction to the normative expectations of the research process. (Fall and Spring)

CM CORE 3179. Cooperative Education — 1-6 hrs.

(Fall, Spring, Summer)

CM CORE 3255. Advocacy Campaigns — 3 hrs.

Principles, practices, and strategies used to create and implement advocacy campaigns, including electoral, health, marketing, media, public relations, political, and social change campaigns. (Fall and Spring)

CM CORE 3900/5900. Internship in Communication and Media — 1-6 hrs.

Students complete academic assignments in conjunction with intensive work in a specialized area at an organization. May be repeated for maximum of 6 hours. Prerequisite(s): junior standing; internship coordinator approval. See the internship coordinator for additional departmental requirements. (Fall, Spring, Summer)

CM CORE 4124. Communication and Media Theories — 3 hrs.

Investigation of theories and concepts used to explain human communication and media. (Fall and Spring)

COMM: Communication and Media

Courses

COMM 1000. Oral Communication — 3 hrs.

Development of speaking and listening skills by studying the process and theory of communication and by applying communication principles to various speaking situations. (Fall, Spring, Summer)

COMM 1940. Applied Forensics — 1 hr.

Credit for approved participation in competitive speech and debate activities. May be repeated for maximum of 4 hours. Prerequisite(s): consent of instructor. (Fall and Spring)

COMM 1941. Applied Performance Studies — 1-2 hrs.

Credit for approved participation in Performance Studies (e.g., participation in Interpreters Theatre, performance in community, campus, or festival settings; or related activity). May be repeated for maximum of 8 hours. Prerequisite(s): consent of instructor. (Fall and Spring)

COMM 2205. Group Communication — 3 hrs.

Study of how people use communication to cultivate effective groups. Exploring theories and processes related to groups, students will learn how to assess and improve teams while developing their own skills as a group communicator. (Fall and Spring)

COMM 2255. Public Speaking — 3 hrs.

Teaches students to prepare, adapt, present, and critique a variety of speeches in a public setting. (Fall and Spring)

COMM 2256. Performing Texts — 3 hrs.

Introduction to the performance, analysis, and criticism of literary and aesthetic texts. (Fall)

COMM 2257. Argumentation and Debate — 3 hrs.

Training in the basics of academic debate and policy analysis. (Fall)

COMM 2344. Interpersonal Communication — 3 hrs.

Study of communication in relationships; exploration and experience with concepts and processes involved in one-to-one communication. (Fall, Spring, Summer)

COMM 2455. Skills for Making Performance — 3 hrs.

Adapting and staging texts for live and electronic group performances. Work in narrative adaptation, montage scripting, and ethnodrama. Prerequisite(s): COMM 2256. (Variable)

COMM 2456. Communication and Popular Culture — 3 hrs.

Introduction to the critical analysis, study, and performance of popular culture artifacts, phenomenon and texts. Special emphasis given to the socio-political implications and technological advances affecting popular culture consumption in U.S. culture. (Variable)

COMM 3000/5000. Selected Topics in Communication — 3 hrs.

Intensive work in specialized communication concepts, processes and approaches. No single emphasis may be repeated although the course may be repeated for maximum of 6 hours. Prerequisite(s): junior standing. (Variable)

COMM 3001. Seminar in Communication: (Topic) — 3 hrs.

Topics will rotate with each seminar focusing on a specific area of faculty expertise tied to contemporary issues in communication

Course Descriptions

studies. The highly interactive seminar format offers a chance for exploration of challenging and interesting topics with close collaborative work between instructors and students. This course may be repeated for up to 6 credit hours. Prerequisite(s): junior standing. (Fall and Spring)

COMM 3055. Organizational Communication — 3 hrs.

Study of communication theories and practices in organizational settings. Students explore the role of communication in workplace processes such as newcomer socialization, conflict management, leadership and technology. (Fall and Spring)

COMM 3155. Professional and Public Communication — 3 hrs.

Exploration of theories and experiences in diverse business and professional situations, with an emphasis on developing individual, dyadic, team, public, and mediated communication skills. Students will develop in-person and digital presentation skills. (Fall and Spring)

COMM 3236. Ethics in Communication — 3 hrs.

Exploration of ethical dimensions and dilemmas in communication. [Same as CAP 3128] (Fall and Spring)

COMM 3455. Creativity, Storytelling and Identity — 3 hrs.

Methods of making, collecting, analyzing, and theorizing storytelling and identity. Applications for communication and media research and creative action, including projects in museums, public relations campaigns, organizational settings, and community media. (Fall and Spring)

COMM 3456. Practicing Public Advocacy — 3 hrs.

Covering a range of topics, this course explores practical examples of and problems relating to public advocacy. The focus is on how performance and rhetoric offer tools to practice public advocacy. Topics will rotate from year to year. (Variable)

COMM 3555. Interactive Digital Communication — 3 hrs.

Building on Digital Toolbox, this class offers students a more comprehensive understanding of web frameworks, content management systems, code (HTML, CSS, and beginning Javascript) and digital skill sets. Prerequisite(s): CM CORE 1001. (Fall and Spring)

COMM 3940. Advanced Applied Forensics — 1 hr.

Credit for approved advanced participation in competitive speech and debate activities. May be repeated for maximum of 4 hours. Prerequisite(s): consent of instructor. (Fall and Spring)

COMM 3941. Advanced Applied Performance Studies — 1-2 hrs.

Credit for approved advanced work in Performance Studies (e.g., participation in Interpreters Theatre, performance in community, campus, or festival settings; or related activity). May be repeated for maximum of 8 hours. Prerequisite(s): consent of instructor. (Fall and Spring)

COMM 4001/5001. Communicating with AI — 3 hrs.

This course introduces students to the fundamentals of interacting with artificial intelligence (AI) technologies, focusing on enhancing communication using various AI media in professional and civic contexts. Prerequisite(s): junior standing. (Variable)

COMM 4021/5021. Quantitative Research Methods — 3 hrs.

Examination of principles and procedures of communication research with emphasis on experimental and survey methods and techniques. Students will complete research projects. Prerequisite(s): CM CORE 2020 or equivalent; junior standing. (Fall)

COMM 4022/5022. Qualitative Research Methods — 3 hrs.

Examination of principles and procedures of communication research with emphasis on interpretive and ethnographic techniques. Students

complete research projects. Prerequisite(s): CM CORE 2020 or equivalent; junior standing. (Fall)

COMM 4023/5023. Rhetorical Research Methods — 3 hrs.

Examination of principles and procedures of communication research with emphasis on the critical analysis and interpretation of persuasive messages. Students complete research projects. Prerequisite(s): CM CORE 2020 or ENGLISH 2120 or equivalent; junior standing. (Spring)

COMM 4116/5116. Health Communication — 3 hrs.

Theories of communication in health care settings, current issues in health communication, types of applications in interpersonal, organizational, and public communication contexts; literature and performance methods in health education. Prerequisite(s): junior standing. (Odd Springs)

COMM 4120/5120. Inclusive Leadership in the Workplace — 3 hrs.

The purpose of this course is for students to cultivate inclusive leadership knowledges, skills, and dispositions. As such the course blends reading/discussion with hands-on application and case studies. Students will be expected to describe the key concepts of inclusive leadership and apply how those concepts can be used to address different issues/problems/context. Prerequisite(s): junior standing. (Variable)

COMM 4134/5134. Organizational Cultures and Communication — 3 hrs.

Study of how cultural ideologies and forms such as symbols, rituals, language, and narratives are created, maintained, and changed in organizations. Emphasis on interpretive and critical theory and research. Prerequisite(s): junior standing. (Fall)

COMM 4140/5140. AI, Work, and the Future — 3 hrs.

Introduces students to the basics of AI and encourages them to develop skills related to the short- and long-term implications of AI for employment, economic growth, privacy, and inequality. Prerequisite(s): junior standing. (Fall and Spring)

COMM 4155/5155. Organizational Communication Assessment — 3 hrs.

Investigation of communication behavior and effectiveness in organizations. Students act in groups to design and conduct a consulting intervention in an actual organization. Prerequisite(s): CM CORE 2020 or consent of instructor; COMM 3055; junior standing. (Spring)

COMM 4211/5211. Rhetoric and Civic Culture — 3 hrs.

Exploration of theories explaining how symbolic action creates, maintains, and transforms social reality, plays a role in social/political/cultural orders, differs between groups, and affects social change. Particular attention paid to the role of rhetoric in civic culture. Prerequisite(s): senior standing. (Spring)

COMM 4213/5213. Visual Rhetoric — 3 hrs.

Analysis of visual communication and how visual forms (e.g., bodies, photographs, memorials, image events) construct, maintain, and alter social reality. Prerequisite(s): CM CORE 1010 or CM CORE 2020 or CM CORE 1001 or COMM DM 1611 or ENGLISH 2120 or ART HIST 1004 or ART 1002. (Variable)

COMM 4216/5216. Political Communication — 3 hrs.

Study of the elements of national and/or local political communication, including the rhetoric of political campaigns, and/or the rhetoric of elected officials. Prerequisite(s): junior standing. [Same as POLSCI 4160/5160] (Even Falls)

COMM 4217/5217. Freedom of Speech — 3 hrs.

Development of laws and social attitudes that have attempted to regulate communication in the United States; relation of free speech to national security, to regulation of the public forum, and to artistic expression; analysis of doctrines and tests used by the Supreme Court in interpreting the limits to free expression. Prerequisite(s): junior standing. (Variable)

COMM 4218. Persuasion — 3 hrs.

Examination of the dynamics involved in the creation, reception, and exchange of effective persuasive messages, episodes, and campaigns with a primary focus on social science theory and research regarding processes of human influence. (Variable)

COMM 4311. Nonverbal Communication — 3 hrs.

Study of practices, theories, and concepts related to patterns of human expression apart from the spoken or written word. Prerequisite(s): junior standing. (Variable)

COMM 4320. Leadership Communication and Citizenship — 3 hrs.

Exploration of the types of communication people use to give direction to the groups that matter most to them such as a team, community, organization, or social or political movement. Prerequisite(s): senior standing. (Fall)

COMM 4322/5322. Advanced Interpersonal Communication — 3 hrs.

Advanced study of theories and research in interpersonal communication. Prerequisite(s): COMM 2344; junior standing. (Fall)

COMM 4333/5333. Communication and Conflict Management — 3 hrs.

Exploration of the processes involved in managing conflict in various communication contexts. Prerequisite(s): junior standing. (Spring)

COMM 4344/5344. Intercultural Communication — 3 hrs.

Critical analysis of the multiple ways culture, perception, and communication influence each other. Offers a blend of theory, research, and hands-on application. Prerequisite(s): junior standing. (Spring)

COMM 4346/5346. Gender Issues in Communication — 3 hrs.

Critical examination of how communication creates, maintains and challenges diverse gender identities and of how gendered communication in and about social institutions can be sources of liberation and subordination. Prerequisite(s): junior standing. (Fall)

COMM 4347/5347. Family Communication — 3 hrs.

Study of communication phenomena in the family setting. Examination of how communication influences the development, maintenance, and enhancement of family relationships. Prerequisite(s): COMM 2344; junior standing. (Fall)

COMM 4412/5412. Performing History — 3 hrs.

Theoretical and practical introduction to the critical analysis, study, and performance of history. Construction and representation of history using performance techniques and perspectives in innovative digital storytelling. Prerequisite(s): CM CORE 1001; junior standing. (Spring)

COMM 4444/5444. Communication, Community, and Change — 3 hrs.

Study of communication practices in the construction, enhancement, and maintenance of communities. Theoretical and experiential applications through civic engagement, case study analysis, and applied critique of specific communities. Includes community projects,

presentations, or simulations. Prerequisite(s): senior standing. (Fall and Spring)

COMM 4446/5446. Voices from the Margin: Performance, Rhetoric, and Social Change — 3 hrs.

Study of creation and theory of rhetorical and performance texts that enact protest, generate dialogue, promote civic action, and induce social, cultural, and institutional change. The course focuses on historically underrepresented and marginalized groups in the United States, activism for change outside of institutional structures, and the way race/ethnicity, sex/gender, sexuality, and/or class intersect. Prerequisite(s): junior standing. (Variable)

COMM 4448/5448. Cultural Performance — 3 hrs.

Advanced study of verbal art, texts, and aesthetic traditions in community, cultural, and political contexts. Emphasis on the roles narrative, ritual, and ceremony play in creating and contributing to cultural identity and social advocacy. Prerequisite(s): junior standing. (Fall)

COMM 4490/5490. Interpreters Theatre Production — 1-2 hrs.

Advanced study and practice in preparing scripts, directing group performance for public presentation, and designing and implementing technical elements of productions. Usually involves directing, scripting, designing, or researching for an Interpreters Theatre production. Prerequisite(s): COMM 2455; approved Performance Studies project application; junior standing; consent of instructor. (Fall and Spring)

COMM 4544/5544. Digital Culture and Communication — 3 hrs.

Investigation of the relationships between technology and communication and their impact on social behavior, thought, and culture. Prerequisite(s): junior standing. (Fall and Spring)

COMM 4558/5558. Interactive Digital Visualization: (Topic) — 3 hrs.

Intensive work in specialized digital visualization concepts and practices. Work with advanced digital tools, techniques, and applications. Develop independent and group critical analysis and creative problem solving to digital project work. No single topic may be repeated although the course may be repeated for maximum of 6 hours. Prerequisite(s): CM CORE 1001; junior standing. Prerequisite(s) or corequisite(s): COMM 3555. (Fall and Spring)

COMM 4559. Communication Education and Training — 3 hrs.

Teaching strategies for various levels of communication instruction; application of educational principles to the communication classroom and organizational training. This is a required course for Communication Theatre Education majors and it is strongly recommended to take this class preceding student teaching. Prerequisite(s): for Communication Theatre Education majors: 12 hours of COMM (48C) course work; EDPSYCH 2030; junior standing. For other majors: junior standing. (Fall)

COMM 4909/5909. Readings in Performance Studies — 1-3 hrs.

Extensive individual study of special topics in performance studies theory, history, or research. Prerequisite(s): COMM 2256; COMM 4448/5448; junior standing. (Variable)

COMM DM: Communication and Media: Digital Media

Courses

COMM DM 1611. Media and Power — 3 hrs.

Analysis and critique of the production and consumption of media messages to develop students as ethical and active digital citizens. (Fall and Spring)

COMM DM 1620. Fundamentals of Journalism — 3 hrs.

Emphasis on news gathering techniques for journalists, including examination of search strategies, sources, and news values, the technologies of news gathering and their application, and fact-checking and writing news stories. (Fall and Spring)

COMM DM 1630. Start a Podcast — 3 hrs.

This course will teach students how to start a podcast. Bringing together experts in different areas across the Department of Communication and Media, this course will provide students with training in a wide variety of skills necessary to create a high-quality podcast, including script-writing, interviewing, storytelling, vocal delivery, audio-editing, and publicizing. Students will also study podcasting genres so as to understand the expectations of audiences in particular sub-genres of podcasts (e.g. true-crime, comedy, drama, sports, politics, personal-development, etc.). While doing this, they will examine a handful of particularly prominent or highly-recognized podcasts to identify the principles and characteristics underlying particularly successful podcasts. (Spring)

COMM DM 1652. Writing for Digital Media — 3 hrs.

Introduction to concepts and techniques of creative script writing used for digital media content in multiple formats and platforms. Topics include writing for fiction, news, television, and advertising. (Fall and Spring)

COMM DM 2651. Digital Media Production II — 3 hrs.

Building on the concepts of CM CORE 1001 Digital Toolbox, further exploration of creative storytelling using digital video, audio, live studio, and web concepts and technologies for multiple formats and platforms. Special emphasis on aesthetic and technical skills in post-production, including motion graphics, image manipulation, video, and sound editing. Prerequisite(s): CM CORE 1001 and COMM DM 1652. (Fall and Spring)

COMM DM 2652. Emerging Digital Media: (Topic) — 3 hrs.

Explores the aesthetic concepts and creation of interactive media content for multiple platforms. Topics include web technologies, interactive storytelling, and emerging media content. Topics indicated in Schedule of Classes. May be repeated for a maximum of 6 hours if different topic. Prerequisite(s): CM CORE 1001 or consent of instructor. (Variable)

COMM DM 2653. News Writing and Reporting — 3 hrs.

Participation on the staff of the university newspaper. Write articles and take photographs for the university's print and digital editions. Gather and edit audio and video, create multimedia packages for the newspaper's website. Prerequisite(s): COMM DM 1620 or approval of instructor. The COMM DM 1620 prerequisite is waived for Interactive Digital Studies majors and minors. (Fall and Spring)

COMM DM 2654. Scriptwriting for Digital Media — 3 hrs.

Exploration of a range of scriptwriting forms for digital media programs, including short and long-form narrative and documentary.

Distinctive genres within the broad fiction and non-fiction categories will be emphasized. Prerequisite(s): COMM DM 1652. (Variable)

COMM DM 2950. Applied Digital Media — 1 hr.

Practical project experience for qualified students who work for KULT Radio, Hilltop Media, the Northern Iowan, the Valley on ESPN, the Digital Collective, or on other authorized journalism, radio, video, or multimedia projects. May be repeated for maximum of 4 hours of applied digital media credit. Students may only use the organization's resources for projects. Prerequisite(s): consent of instructor. (Fall, Spring, Summer)

COMM DM 3651. Advanced Digital Media Production: Television News — 3 hrs.

Production of multi-camera content in a studio context, including news, sports, or talk shows. The course explores concepts and aesthetics, production workflow, application of journalistic methods, and delivery of content over multiple platforms. Students produce programs for broadcast. Prerequisite(s): CM CORE 1001; COMM DM 2651. (Variable)

COMM DM 3652. Advanced Digital Media Production: Documentary — 3 hrs.

Creates innovative documentary stories from idea development to post-production. Students explore theories of documentary realism, current and emerging documentary forms, and the ethics of documentary practice. Students produce a short documentary as a final project. Prerequisite(s): CM CORE 1001; COMM DM 2651. (Variable)

COMM DM 3653. Advanced Digital Media Production: Fiction — 3 hrs.

Development of fictional stories, including script development, production planning, directing actors, and the aesthetics of camera, lighting, sound, and editing as creative tools. Current and emerging forms of fiction programming for multiple platforms are explored. Students produce a short fiction video as a final project. Prerequisite(s): CM CORE 1001; COMM DM 2651. (Variable)

COMM DM 3654. Advanced Digital Media Production: Video Editing — 3 hrs.

Advanced training in digital post-production, including editing techniques, color correction, titles, and sound design. Through screenings and projects, students explore the history and aesthetics of editing, styles for different formats, and delivering content to multiple platforms. Prerequisite(s): CM CORE 1001; COMM DM 2651. (Variable)

COMM DM 3655. Advanced Digital Media Production: Audio — 3 hrs.

Advanced training in the theory and practice of audio recording and editing for multiple formats, including field and studio content. Prerequisite(s): CM CORE 1001; COMM DM 2651. (Variable)

COMM DM 3656. Digital Media Industries — 3 hrs.

Examines media development, production, and distribution in response to technological changes, audience expectations, new competition and other industrial forces. Prerequisite(s): CM CORE 1010 or consent of instructor. (Fall)

COMM DM 3658. Digital Journalism: (Topic) — 3 hrs.

Writing and developing online journalism, including web pages, social media, interactive timelines, motion graphics, video, virtual reality storytelling, and podcasts. May be repeated for up to 6 hours if different topic. Prerequisite(s): CM CORE 1001; COMM DM 1652 or COMM DM 2653. (Variable)

COMM DM 3659. Editing and Design — 3 hrs.

Immersion in layout, design and photography for news or feature publication. Students use digital tools, including InDesign, Photoshop and Illustrator to create finished pieces for publication, including editorial and advertorial content. Prerequisite(s): COMM DM 2653 or consent of instructor. For Interactive Digital Studies majors and minors: no prerequisites. (Fall and Spring)

COMM DM 3660. Sports Journalism — 3 hrs.

Writing and producing sports journalism content, and play-by-play reporting, for television, radio, mobile, and other digital media platforms. Prerequisite(s): CM CORE 1001. (Fall)

COMM DM 4621/5621. Digital Media Analysis — 3 hrs.

Critically examines multiple theoretical and methodological approaches to the analysis and criticism of digital media content, including fiction, documentary, video games, transmedia, web, and other formats. Prerequisite(s): junior standing. (Fall)

COMM DM 4630/5630. Digital Media Law and Ethics — 3 hrs.

The course explores contemporary issues in media law and ethics that impact digital media industries and public relations. Critical analysis of issues such as freedom of speech and the First Amendment; the news media and courts; censorship and libel; media ownership and monopolies; copyright laws and fair use; and regulation of the internet. Prerequisite(s): junior standing. (Fall and Spring)

COMM DM 4632. Senior Seminar in Digital Media — 3 hrs.

Preparation for a professional career in digital media, including development of interview skills, resumes, portfolios, and cover letters. Exploration of ethical foundations for production, distribution, and consumption of digital media. Prerequisite(s): CM CORE 1001; senior standing. (Fall and Spring)

COMM DM 4640. Advanced Podcasting — 3 hrs.

Building on foundational podcasting skills, this course will dive deeper into the strategies and tools necessary for producing, promoting, and growing a professional podcast. Students will explore the evolving landscape of both audio and video podcasting, gaining hands-on experience in advanced techniques that elevate content and expand reach. Prerequisite(s): COMM DM 1630 or consent of instructor. (Variable)

COMM DM 4641/5641. Critical Studies in Digital Media: (Topic) — 3 hrs.

Advanced examination of history, theory, and aesthetic forms of digital media content and creators. Topics indicated in Schedule of Classes. May be repeated for maximum of 6 hours if different topic. Prerequisite(s): junior standing. (Variable)

COMM DM 4642/5642. Digital Technologies: (Topic) — 3 hrs.

Examination of theories and practices of past, current, and developing technologies used for multiple platforms of digital media content. Topics may include script development, software applications, web technologies, virtual reality, games, digital cultures, and mobile media. May be repeated for maximum of 6 hours if different topic. Prerequisite(s): CM CORE 1010; junior standing or consent of instructor. (Variable)

COMM DM 4644/5644. Global Media: (Topic) — 3 hrs.

Focus on how technology, history, politics, economics, and culture have shaped the development of media systems in the world. Prerequisite(s): CM CORE 1010; junior standing. (Variable)

COMM DM 4650. Advanced News Writing and Reporting — 3 hrs.

Participation on the staff of the university newspaper. Writing advanced articles and taking photographs for the university's print and digital editions. Gathering and editing audio and video, creating multimedia packages for the newspaper's web site. Students will also do editing for the newspaper. Prerequisite(s): COMM DM 2653; junior standing. (Fall and Spring)

COMM DM 4651. Digital Media Practicum: (Topic) — 3 hrs.

Advanced media production for multiple platforms of digital media. Topics indicated in Schedule of Classes. May be repeated for maximum of 6 hours if different topic. Prerequisite(s): COMM DM 3651, or COMM DM 3652, or COMM DM 3653, or COMM DM 3654, or COMM DM 3655. (Variable)

COMM DM 4652. Digital Media Projects — 1-6 hrs.

An advanced project for digital video, audio, or interactive media beyond the scope of existing courses. Students are selected through a competitive process and work under the supervision of faculty. May be repeated for maximum of 6 hours. Prerequisite(s): COMM DM 3651 or COMM DM 3652 or COMM DM 3653 or COMM DM 3654 or COMM DM 3655, or COMM DM 2652; junior standing; consent of instructor. (Variable)

COMM DM 4653/5653. Digital Media Distribution — 3 hrs.

Explores strategies for promoting film, television, games, news, and other digital media products and services. Focus includes media sales, distribution, and global media markets. Prerequisite(s): CM CORE 1010; junior standing. (Variable)

COMM DM 4654/5654. Digital Media Management — 3 hrs.

Explores how media managers oversee the financing, production, marketing and distribution of their media products and services. Examines innovative principles and practices of digital media management, with attention to leadership case studies from companies across media and technology sectors. Prerequisite(s): CM CORE 1010; junior standing. (Variable)

COMM DM 4655. Photojournalism — 3 hrs.

Introduces students to the concepts, principles, and practice of photojournalism through photo assignments, image editing, presentation in a variety of formats, and critical reviews of work. Prerequisite(s): COMM DM 2653 or consent of instructor; junior standing. For Interactive Digital Studies majors and minors: no prerequisites. (Variable)

COMM DM 4656/5656. Feature Writing — 3 hrs.

In-depth feature writing for beats including arts, entertainment, leisure, and travel for multiple news platforms. Prerequisite(s): COMM DM 2653 or ENGLISH 2015 or consent of instructor; junior standing. (Spring)

COMM PR: Communication and Media: Public Relations Courses

COMM PR 1811. Principles of Public Relations — 3 hrs.

Introduction to theories, processes, and techniques involved in researching, planning, and implementing programs designed to influence public opinion and human behavior. (Fall and Spring)

COMM PR 1840. Applied Public Relations — 1 hr.

Credit for approved work in public relations (e.g., problems of campaign on campus or in the community). May be repeated for

Course Descriptions

maximum of 2 hours. Prerequisite(s): consent of instructor. (Fall and Spring)

COMM PR 3844/5844. Public Relations: Integrated Communications — 3 hrs.

Study of integrated approaches in PR practices including use of advertisement, IMC, promotion, and event techniques for relationship building and understanding of public behaviors. Prerequisite(s): junior standing. (Variable)

COMM PR 3855. Public Relations Writing — 3 hrs.

Conceptualization and multi-media adaptation of copy for public relations campaigns. (Fall and Spring)

COMM PR 3940. Advanced Applied Public Relations — 1 hr.

Credit for approved advanced work in public relations (e.g., problems of campaign on campus or in the community). May be repeated for maximum of 2 hours. Prerequisite(s): consent of instructor. (Fall and Spring)

COMM PR 4811/5811. Public Relations: Cases and Studies — 3 hrs.

Study of PR theories and academic research and application of theoretical understanding through analyses of recent PR cases. Prerequisite(s): senior standing or consent of instructor. (Variable)

COMM PR 4822/5822. Global Public Relations — 3 hrs.

Examination of PR research and practices in diverse countries and transnational organizations. Development of PR professionalism and ethics in intercultural/international contexts. Prerequisite(s): junior standing. (Variable)

COMM PR 4855/5855. Public Relations Campaign Methods — 3 hrs.

Analysis and production of public relations tools; techniques to gain reaction and support from specialized groups. Planning and preparation of public relations communications materials and use of controlled (public) media to reach target audiences. Prerequisite(s): COMM PR 1811; junior standing. (Variable)

COMM PR 4856/5856. Public Relations Special Events Planning — 3 hrs.

Special events planning provides the opportunity to unite global human society through large and small events. Sustainable and environmentally responsible strategies will be discussed and implemented in various activities. Sustainable event leadership will be highlighted as a best practice. Prerequisite(s): junior standing. (Variable)

COMM PR 4857/5857. Crisis Communication — 3 hrs.

Crisis communication is a critical component to the successful operation of many organizations. Many organizations and individuals are forced to confront some type of crisis at some point in their lifetime. This course is interested in defining and discussing crisis communication strategies and theories that can help protect organizations faced with a crisis. This course studies crisis communication from a wide variety of perspectives including: public relations, leadership, media theory, and interpersonal communication. Prerequisite(s): junior standing. (Variable)

COMM PR 4858/5858. Sports Public Relations — 3 hrs.

Sports public relations is a management function that builds beneficial relationships with athletes, managers, media, stakeholders, fans, and constituencies. This course focuses on team, league and organizational management and the building of brand, corporate, media, and fan relationships through creative communications. Prerequisite(s): junior standing. (Spring)

COMM PR 4859/5859. Social Media — 3 hrs.

This course is dedicated to exploring the new emerging technologies and mediums influencing many different venues such as public relations and message delivery. This course will acquaint you with practical knowledge and analytical skills necessary to create, evaluate, and execute social media and mobile campaigns. This course will also provide lectures, iconic and current case studies using social media and mobile, group and individual assignments, and engaged activities that will help you in developing a strong social media skill set to take to future job and/or internship interviews in your respective field of study. Prerequisite(s): junior standing. (Spring)

COMMGRAD: Communication and Media Graduate

Courses

COMMGRAD 6001. Introduction to Graduate Study and Research — 3 hrs.

Exploration of communication research methodologies and resources. (Fall and Spring)

COMMGRAD 6011. Communication and Media Theory — 3 hrs.

In-depth survey of historical and contemporary theories that inform and constitute the communication and media discipline. This course constitutes an interdisciplinary approach, with emphasis on postpositivist, interpretivist, critical, and postmodern theories of communication and media. (Spring)

COMMGRAD 6014. Seminar in Rhetoric — 3 hrs.

Various topics offered with specific title indicated in Schedule of Classes. May be repeated more than once on different topic. Prerequisite(s): COMMGRAD 6001 or approval of instructor. (Variable)

COMMGRAD 6016. Mass Communication Theory — 3 hrs.

For beginning graduate students to explore mass communication inquiry. Provides working knowledge of some of the major literature on mass communication theory and research. (Fall)

COMMGRAD 6022. Communication Research Methodology — 3 hrs.

Introduction to various research methods used in the study of communication. May be repeated for maximum of 9 hours if different section. Prerequisite(s): graduate standing; COMMGRAD 6001 or approval of instructor. (Fall and Spring)

COMMGRAD 6027. Seminar in Strategic Communication — 3 hrs.

Various topics offered with specific title indicated in Schedule of Classes. May be repeated more than once on different topic. (Variable)

COMMGRAD 6042. Seminar in Communication — 3 hrs.

Various topics offered with specific title indicated in Schedule of Classes. May be repeated more than once on different topic. (Variable)

COMMGRAD 6044. Seminar in Performance Studies — 3 hrs.

Various topics offered with specific title indicated in Schedule of Classes. May be repeated more than once on different topic. (Variable)

COMMGRAD 6045. Seminar in Communication Education — 3 hrs.

Various topics offered with specific title indicated in Schedule of Classes. May be repeated more than once on different topic. (Fall)

COMMGRAD 6046. Seminar in Visual and Digital Media — 3 hrs.

Various topics will be offered with specific title indicated in Schedule of Classes. May be repeated more than once on different topic. (Variable)

COMMGRAD 6299. Research.

Prerequisite(s): consent of department. (Fall, Spring, Summer)

COMMGRAD 6955. Projects in Communication Studies — 1-3 hrs.

May be repeated for maximum of 3 hours. Consent of departmental committee must be obtained before registration. (Variable)

CONSTR: Construction Management

Courses

CONSTR 1000. Fundamentals of Construction Management Materials & Methods — 3 hrs.

Acquaint students with the many facets related to construction processes by identifying roles and responsibilities within the construction industry. Students will be exposed to construction with hands on projects. (Fall and Spring)

CONSTR 1015. Introduction to Sustainability — 3 hrs.

Students will gain a basic understanding of sustainability, with focus on possibilities for harmonizing economic, ecological, and social goals for current and future generations. They will conduct practical exercises to enhance personal sustainability. (Fall and Spring)

CONSTR 1025. Construction Management Essentials & Professionalism — 3 hrs.

Students will gain knowledge and understanding of the construction management profession. This class will incorporate teamwork through an engaged learning based semester long project. Course topics include: general professionalism in the workplace, ethics, duty to society, professional organizations' codes of conduct, and project-based learning. This course is recommended to be taken in the first semester, for both first year students and students transferring into Construction Management. (Fall and Spring)

CONSTR 1050. Construction Safety — 3 hrs.

Examine the safety practices for the construction industry. Students will receive OSHA certified 30-Hour training during this course and understand the concepts of a Worksafe Program including regulations, safety audits, and costs impacting a company. (Fall and Spring)

CONSTR 1100. Construction Documents — 3 hrs.

Introduction to construction blueprint/plan and specification reading and how documents are created. Students will understand the relationship between plans and specs and how they impact the job. Exposure to old plan reading processes as well as new digital processes. Exposure to a physical 3D building as it relates to 2D prints so students can gain vision from concept to finished product. Prerequisite(s) or corequisite(s): CONSTR 1000. (Fall and Spring)

CONSTR 1600. Computer Aided Design & Drafting — 3 hrs.

Fundamental concepts and procedures of producing 2D drafting and 3D solid modeling applicable to design and/or drafting in such areas as architecture, construction, communications, electronics, manufacturing, and interior planning. Lab activities using CAD software on microcomputer systems. Software includes: AutoCAD, MicroStation, and Revit. (Fall and Spring)

CONSTR 2000. Land, Route, and Construction Surveying — 3 hrs.

Basic principles of construction surveying equipment, techniques, building layout and calculations. Training with surveying equipment such as automatic levelers, laser levelers, GPS, and total stations. Lecture and lab format. Prerequisite(s): MATH 1130; CONSTR 1100. (Fall and Spring)

CONSTR 2050. Construction Law — 3 hrs.

Examination of construction contract principles, construction documents, and the component parts of law affecting construction operations. Prerequisite(s) or corequisite(s): CONSTR 1000 or CONSTR 1100. (Fall and Spring)

CONSTR 2089. Seminar in Construction Management: (Topic) — 1-3 hrs.

Specialty topics in construction management and construction engineering practices that address current trends. May be repeated twice on different topics. Prerequisite(s): CONSTR 1000; CONSTR 1025; instructor consent. (Variable)

CONSTR 2200. Construction Project Administration — 3 hrs.

Examination of management techniques for all phases of a construction project. Course will cover project delivery methods, bidding and award, project control and documentation, project closeout and quality control. Students will use current project management software for the course. Prerequisite(s): CONSTR 1100. (Fall and Spring)

CONSTR 2300. Building Services — 3 hrs.

A study of mechanical and electrical construction, emphasizing heating and cooling equipment, ventilation requirements, plumbing systems, electrical equipment, lighting requirements, and electrical emergency design. Additional course topics which are closely aligned with mechanical and electrical construction include data systems, building security, fire alarm installation, fire suppression systems, elevator installation, and building code requirements. Prerequisite(s): CONSTR 1100. (Fall and Spring)

CONSTR 2400. Construction Materials — 3 hrs.

The course offers students hands-on experience testing and measuring the properties of common construction materials such as concrete, soil, masonry, asphalt and steel. Students will learn to evaluate material performance, understand industry standards, and apply laboratory results to actual construction scenarios. Lecture and lab. Prerequisite(s): CONSTR 1000; CHEM 1020. (Spring)

CONSTR 2800. Construction Management Engineering Mechanics — 3 hrs.

Students will develop a basic understanding of the forces acting on structures and analyze those forces in various designs. They will then look at the impact those forces have on the materials used in construction. Prerequisite(s): MATH 1420 or MATH 1150 or MATH 1130. Prerequisite(s) or corequisite(s): PHYSICS 1511 or PHYSICS 1701. (Fall and Spring)

CONSTR 3000. Heavy Construction Operations & Equipment — 3 hrs.

Examination of systems and operational procedures used for earth work heavy and highway projects. Analysis, selection, and management of heavy construction equipment. Prerequisite(s): PHYSICS 1511; CONSTR 2000; CONSTR 2400. (Fall)

CONSTR 3050. Construction Estimating — 3 hrs.

Construction cost analysis techniques for estimating materials, labor, equipment, and subcontracting costs in commercial building

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construction. Prerequisite(s): CONSTR 1000; CONSTR 1100. (Fall and Spring)

CONSTR 3150. Construction Project Planning, Scheduling and Control — 3 hrs.

Examine the construction process of a construction project as it relates to scheduling and planning. Students will gain exposure to planning and scheduling software while understanding the order of operations as it pertains to project workflow and following the critical path.

Prerequisite(s): CONSTR 2200. (Fall and Spring)

CONSTR 3300. Pre Construction Management — 3 hrs.

The course will cover construction topics from project inception through bid and award. Topics include: conceptual estimating, preconstruction scheduling, project design and project bidding and awards. Prerequisite(s): CONSTR 3150; CONSTR 2050; CONSTR 3050. (Fall and Spring)

CONSTR 4200. Structural Components of Construction — 3 hrs.

Examine structural construction materials such as concrete, steel, and wood structural components. Understand the process and methods of how these structural components are erected and how applying loads impact the structure. Prerequisite(s): CONSTR 2800. (Fall and Spring)

CONSTR 4350. Construction Management Financial Concepts — 3 hrs.

Topics related to the management and operation of a construction company. Topics include: human resource management, financial analysis, strategic planning, business development related to the construction industry, construction company legal requirements and company organization. Prerequisite(s): ACCT 2120; CONSTR 1050; CONSTR 2050; CONSTR 2200; junior standing. (Fall and Spring)

CONSTR 4500. Construction Management Capstone Project — 3 hrs.

Project-based experience that allows students to bridge the gap between academic instruction and real-world practice using teamwork, construction management knowledge, technical communication, problem solving, estimating, safety, quality, project management techniques, technical knowledge, and ethical professional responsibilities. Teams will work with clients on the development, project management and installation of a specific project. Recommended to be taken in the last semester of undergraduate studies as a declared major in the Department of Construction Management. Prerequisite(s): ENGLISH 3772/5772; PHIL 1560; CONSTR 3050; CONSTR 3150; senior standing. (Fall and Spring)

COUN: Counseling Courses

COUN 4100. Introduction to Professional Counseling — 3 hrs.

General overview of the profession of counseling. Outlines the different areas of expertise such as clinical mental health, school, substance abuse, rehabilitation, career, and couples/marriage counseling among others. General theories, ethical, and legal issues are explored. Examination of current trends in the profession of counseling and the evolving profile of a professional counselor. Prerequisite(s): junior standing. (Spring)

COUN 4105/5105. Counseling Skills — 3 hrs.

Focus on developing counseling skills with emphasis on self-understanding. Verbal and non-verbal counseling skills are developed through lecture, demonstration, and extensive laboratory practice.

Prerequisite(s): junior standing; consent of department head. (Fall and Spring)

COUN 4198. Independent Study — 1-6 hrs. (Variable)

COUN 6103. Professional Orientation and Ethics in Counseling — 3 hrs.

This course offers an introduction to the history and philosophy of the counseling profession and its specialized practice areas; the multiple professional roles and functions of counselors; responsibilities and relationships of counselors on interprofessional teams; the role of advocating for individuals and the profession; professional counseling organizations, credentialing, accreditation, and current labor market trends; legislation, regulatory processes, and government/public policy impacting service delivery. This course emphasizes evidence-informed and ethical counseling practice through 1) professional counselor identity development including a focus on self-care, self-awareness, and self-evaluation strategies; 2) an introduction to research informing and advancing counseling practice; 3) an introduction to ethical standards and ethical decision-making; as well as 4) an introduction to the role of supervision in counselor development. (Fall)

COUN 6104. Counseling Theories — 3 hrs.

Overview of predominant counseling and human development theories, including emphasis on learning and personality development and normal and abnormal human behavior. Stresses practical applications in school and mental health settings. Prerequisite(s): consent of department head. Prerequisite(s) or corequisite(s): COUN 6103; COUN 4105/5105. (Fall)

COUN 6207. Diagnosis and Psychopharmacology in Counseling — 3 hrs.

This course will provide an opportunity for students to acquire knowledge of psychopathology, etiology, diagnosis, and treatment of mental and emotional disorders and dysfunctional behavior. Students will learn the drug mechanisms and drug actions for drugs used in the treatment for mental disorders, the efficacy and risks of specific classes of drugs and the roles of the non-prescribing mental health professional in combination treatment of mental disorders. Prerequisite(s): COUN 6103; COUN 4105/5105; COUN 6104. (Summer)

COUN 6210. Developing Comprehensive School Counseling Programs — 3 hrs.

Focus on managing, organizing, and designing K-12 comprehensive, sequential, developmental guidance programs. Prerequisite(s): School Counseling major; COUN 6103; COUN 4105/5105; consent of department head. (Summer)

COUN 6220. Group Counseling Skills and Processes — 3 hrs.

Emphasis on theoretical and experiential understandings of group dynamics, development, theories, and methods. Focus on group leadership and group membership. Experiential laboratory participation incorporated. Prerequisite(s): COUN 6103; COUN 4105/5105; consent of department head. (Fall and Spring)

COUN 6225. Facilitating Career Development — 3 hrs.

Exploration of career development theory and career counseling techniques. Emphasis on significance of occupational choice; examination of sociological, psychological, and economic factors. Prerequisite(s): COUN 6103; COUN 4105/5105; consent of department head. (Summer)

COUN 6228. Assessment Techniques in Counseling — 3 hrs.

Assessment and appraisal procedures of individuals and groups. Primary focus on the understanding and use of standardized

and non-standardized tests, inventories, observations, and case data for diagnosis in counseling. Prerequisite(s): COUN 6103; COUN 4105/5105; COUN 6207 (highly recommended); consent of department head. (Fall and Spring)

COUN 6242. Counseling Research and Program Evaluations — 3 hrs.

This course focuses on the use of research to inform counseling practice and to advance the counseling profession. This course will provide an overview of the practitioner-scholar approach to identifying research questions, collecting data, interpreting results, and presenting information to stakeholders. Students will identify and evaluate the evidence base upon which interventions and programs are designed, selected, and implemented. Students will become familiar with research designs, methods, and analysis, and articulate the strengths and limitations of relevant research studies. Students will become familiar with program evaluation designs and procedures and will describe how to conduct needs assessments as well as how to conduct routine outcome monitoring. Prerequisite(s): COUN 6103. (Fall and Spring)

COUN 6254. Counseling Children and Adolescents — 3 hrs.

Normal and abnormal child/adolescent development, problem conceptualization from an individual as well as a systems-based perspective, and development of advanced-level counseling skills with emphasis on age-appropriate assessment and interventions. Lab practice and actual counseling experience with young clients. Prerequisite(s): COUN 4105/5105 (grade of B or higher); COUN 6262 (highly recommended); consent of department head. (Fall)

COUN 6256. Multicultural Counseling — 3 hrs.

This course provides an overview of, and practice applying, theories and models of multicultural counseling, social justice, and advocacy; exploring the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on the worldviews of counselors and clients and on help-seeking and coping behaviors; and exploring the impact of historical events, multigenerational trauma, and current issues on mental health and wellbeing. The course includes identifying strategies for eliminating barriers and supporting autonomy, choice, and empowerment in accessing resources and services. Prerequisite(s): COUN 6103; COUN 4105/5105; COUN 6262; consent of department head. (Spring and Summer)

COUN 6262. Intervention and Prevention in Lifespan Development — 3 hrs.

Explores crises and challenges during developmental stages, which may bring individuals, couples, or families to counseling. Discussion of diversity, human development theory, and ethical considerations in lifespan development for application to counseling. Prerequisite(s): COUN 6103; COUN 4105/5105; consent of department head. (Fall)

COUN 6283. Counseling Older Adults — 3 hrs.

This course takes a lifespan development approach to understanding the aging process, changes, and challenges experienced by older adults with an emphasis on establishing effective counseling relationships. The course focuses on designing developmentally and culturally sensitive interventions to address life transitions, tasks, and roles; to respond to mental health concerns; and to promote psychological well-being. Attention is given to how historical, societal, and cultural factors shape perceptions of aging and access to resources and support in older adulthood. (Fall and Spring)

COUN 6285. Readings in Counseling.
(Variable)

COUN 6289. Seminar in Counseling.

Special topics as indicated in the Schedule of Classes. (Variable)

COUN 6290. Practicum in Counseling — 3 hrs.

First-level intensive experience designed to further develop individual and group counseling skills. Offered on credit/no credit basis only. Prerequisite(s): COUN 6104; COUN 4105/5105; COUN 6262; consent of department head. (Fall and Spring)

COUN 6291. Internship — 3-6 hrs.

Advanced intensive experience designed to integrate counseling and consultation skills in a work setting. Offered on credit/no credit basis only. May be repeated for up to 12 credits. Six hours are required for students to complete requirements for licensing in each emphasis area (Clinical Mental Health or School Counseling). Prerequisite(s): for School Counseling: COUN 6262; COUN 6290; consent of department head. Prerequisite(s) for Mental Health Counseling: COUN 6290; consent of department head. (Fall and Spring)

COUN 6299. Research.

Prerequisite(s): consent of department. (Variable)

COUN 6304. Crisis and Trauma Intervention and Management — 3 hrs.

This course provides an opportunity to learn the necessary crisis counseling skills to apply in various school and mental health settings. Students will design specific crisis and trauma informed interventions and community-based strategies for management and treatment of individuals and groups during crisis, disasters, or traumatic experiences. Students will identify counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams. Students will apply procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide to crisis case studies according to Council of the Accreditation of Counseling and Related Educational Programs (CACREP) standards. Prerequisite(s): COUN 6103; COUN 4105/5105 (grade B or higher); COUN 6104. (Summer)

COUN 6405. Advanced Psychopathology and Treatment — 3 hrs.

This course will provide students with the opportunity to acquire knowledge of the general principles of diagnosis, neuroscience, and treatment and prevention of dysfunctional behavior and mental-emotional disorders. Students will develop an advanced understanding of therapeutic change, create clinical hypothesis, and build case conceptualization and treatment planning skills based on the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and American Mental Health Counseling Association (AMHCA) Standards of Practice for Clinical Mental Health Counselors. Students will apply clinical knowledge to case studies and integrate. Prerequisite(s): COUN 6103; COUN 4105/5105 (grade B or higher); COUN 6104; COUN 6207 (grade of B or higher); or consent of department head. (Fall)

COUN 6406. Foundations of School Counseling — 3 hrs.

This course provides students the opportunity to gain knowledge and information pertaining the basic principles of supervision, its stages of development, theories associated with it, and its ramifications for school counselors in the field. Students will have the opportunity to integrate theory and application via the introduction of school guidance activities in the classroom for students at the K-12 level using the basic tenets of the comprehensive guidance system established by the American School Counseling Association (ASCA) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), apply clinical knowledge to case studies and integrate. Additionally, core curriculum design, lesson plan development, classroom management strategies, and differentiated

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instructional strategies are applied and integrated based on age appropriate levels. Prerequisite(s): COUN 6103; COUN 4105/5105 grade B or higher; COUN 6210 grade B or higher. (Fall)

COUN 6503. Wellness, Self-Care, and Brain-Based Strategies — 3 hrs.

This course provides students the opportunity to develop intervention and prevention strategies regarding wellness and self-care of clients and counselors. Students will integrate neuroscience principles and counseling practice that demonstrate the use of brain-based strategies which align with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards. Prerequisite(s): COUN 6103; COUN 4105/5105 (grade of B or higher); COUN 6104. (Spring)

COUN 6505. Dynamics of Family, Couples and Human Sexuality in Counseling — 3 hrs.

This course provides an overview of the historical and theoretical foundations of counseling couples and families. Students apply systems and social constructionist theories and models to assessing couples and families, conceptualizing concerns, designing interventions, and promoting wellbeing. The course addresses developmental life cycles of families and relationships; strengths-based approaches to relationships; the integration of theory and research into practice, and ethical and cultural considerations relevant to working with couples and families. An additional emphasis is on sexual health and wellbeing within relationships. Prerequisite(s): COUN 6103; COUN 4105/5105; COUN 6104; COUN 6207 (grade of B or higher); COUN 6405 (grade of B or higher). (Fall and Spring)

COUN 6506. Counseling Issues with Families and Parents in School Settings — 3 hrs.

This course provides an overview of the application of family counseling concepts and techniques in school settings. It examines four specific modes of counselor intervention: (a) collaborating with parents and teachers to resolve individual student issues, (b) providing staff training and consultation to address common needs of students and their families, (c) designing school-wide interventions to change the culture of the school so as to more fully engage families and facilitate student development, and (d) building referral relationships with professionals in the community to address student needs. It embraces the school counselor roles of leader, advocate, collaborator and system change agent and facilitates an epistemological shift from an individual/intrapsychic way of thinking to a relational/systemic way of thinking in designing and providing counseling services. Prerequisite(s): COUN 6103; COUN 4105/5105 (grade of B or higher); COUN 6210 (grade of B or higher); COUN 6406 (grade of B or higher). (Spring)

COUN 6605. Counseling Practices for Addictions and Co-Occurring Disorders — 3 hrs.

Develops advanced-level counseling skills necessary for clinical practice in mental health and substance abuse treatment settings. Focus on case conceptualization and specific interventions for initiating, sustaining, and terminating a counseling experience addressing substance abuse and co-occurring disorders as outlined in the American Mental Health Counseling Association Standards for the Practice of Clinical Mental Health Counseling and related Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards. Extensive skill practice/lab. Prerequisite(s): COUN 6103; COUN 4105/5105; COUN 6104; COUN 6207 (grade B or higher); COUN 6405 (grade B or higher); COUN 6506 (grade B or higher). (Spring)

COUN 6706. Current Issues in School Counseling — 3 hrs.

This course provides an overview of the current legal, licensure, ethical and professional issues in school counseling. It also emphasizes data collection and usage to enhance a school counselor's accountability applying the National Model established by the American School Counseling Association (ASCA). Prerequisite(s): COUN 6103; COUN 4105/5105; COUN 6104 (grade of B or higher); COUN 6210; COUN 6406; COUN 6506. (Summer)

COUN 6710. Foundations and Contemporary Issues in School Counseling — 3 hrs.

This course provides students with opportunities to integrate theory and application through the design, evaluation, and implementation of comprehensive school-counseling curricula and lesson plans for K-12 settings, aligned with ASCA's National Model and CACREP standards. Students will learn to employ diverse classroom-management approaches and differentiated-instruction strategies while addressing legal, ethical, and data-driven accountability requirements. Emphasis is placed on social-emotional and trauma-informed counseling techniques, strategies to enhance student promotion and graduation rates, and evidence-based, culturally sustaining interventions to promote academic development. (Fall and Spring)

COUN 6720. Leadership, Consultation, and Collaboration in School Counseling — 3 hrs.

This course provides an overview of the most up-to-date school-based collaboration and consultation models consistent with the American School Counseling Association (ASCA) model and school counseling competencies. It examines four specific modes of counselor intervention: (a) collaborating with parents and teachers to resolve individual student issues, (b) providing staff training and consultation to address common needs of students and their families, (c) designing school-wide interventions to change the culture of the school so as to more fully engage families and facilitate student development, and (d) building referral relationships with professionals in the community to address student needs. It has practical applications and techniques on how to foster collaboration and teamwork within schools and community agencies using the principles of multidisciplinary teams from a school counseling perspective according to the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards. It embraces the school counselor roles of leader, advocate, collaborator and system change agent in PK-12 schools and facilitates an epistemological shift from an individual/intrapsychic way of thinking to a relational/systemic way of thinking in designing and providing counseling services. Prerequisite(s): COUN 6103; COUN 4105/5105. (Fall and Spring)

COUN 6805. Integrated Counseling Practice and Clinical Supervision — 3 hrs.

Provides an overview of integrated behavioral health counseling practice, legal and licensure issues related to mental healthcare settings, and the consultation and supervision processes provided by clinical mental health counseling professionals as outlined in the American Mental Health Counseling Association (AMHCA) Standards for the Practice of Clinical Mental Health Counseling and standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Prerequisite(s): COUN 6103; COUN 4105/5105; COUN 6104; COUN 6207 (grade of B or higher); COUN 6405 (grade of B or higher); COUN 6605 (grade of B or higher). (Spring and Summer)

COUN 6806. Leadership, Consultation, and Collaboration in School Counseling — 3 hrs.

This course provides an overview of the most up-to-date school-based collaboration and consultation models consistent with the American School Counseling Association (ASCA) model and school counseling competencies. It encapsulates the school counselor's roles as leaders, advocates, and system change agents in P-12 schools. It has practical applications and techniques on how to foster collaboration and teamwork within schools and community agencies using the principles of multidisciplinary teams from a school counseling perspective. Prerequisite(s): COUN 6103; COUN 4105/5105 (grade of B or higher); COUN 6210 (grade of B or higher); COUN 6406 (grade of B or higher); COUN 6506 (grade of B or higher); COUN 6706 (grade of B or higher). (Spring)

COUN 6807. Clinical Mental Health Counseling: Foundations and Systems — 3 hrs.

This course addresses the foundation and evolution of the clinical mental health counseling specialization, as well as current issues and practices. This course focuses on systems-based collaboration, consultation, and advocacy; supervisory, legislative, government policy, and regulatory processes; practice management issues and reimbursement; and interfacing with other systems and stakeholders including integrated behavioral health teams and the legal system. (Fall and Spring)

CRIM: Criminology Courses

CRIM 2022. Criminal Justice System — 3 hrs.

History, development, and day-to-day operation of the criminal justice system within our society. Emphasis is placed on interrelationships between specific stages in the crime-control process, the three major components of the criminal justice system (police, courts, and corrections), and current issues/problems that the criminal justice system faces. (Fall and Spring)

CRIM 2025. Criminology — 3 hrs.

Introduction to the study of criminal behavior with an emphasis on theories of crime causation. Strategies for reducing crime based on theoretical explanations and existing data are also discussed. This class also covers methods of how crime data is collected and how that data is used in the criminal justice system to change policing tactics, create crime prevention programs, and administer correctional programming. (Fall and Spring)

CRIM 2127. Juvenile Delinquency — 3 hrs.

Examination of the causes of delinquency in children, focusing on the effects of parenting, youth subcultures, and the media. Includes youth crimes, such as shoplifting and vandalism. Prerequisite(s): SOC 1000 or SOC 1060; CRIM 2025. (Spring)

CRIM 2134. Crime Analysis — 3 hrs.

Provides an introductory understanding of the history and methodology of examining crime information. Covers applied technical skills for managing, analyzing, and presenting data relevant to criminal justice agencies. Prerequisite(s): SOC SCI 2020 or STAT 1772; sophomore standing. (Fall)

CRIM 2152. Crime and Community — 3 hrs.

Exploration of the connection between community characteristics and crime with an emphasis on crime in the inner city. Students are presented with theories that address why some neighborhoods have

concentrated crime and learn about what scholars, organizers, police, and politicians can do to reduce crime. (Fall)

CRIM 2217. Community Corrections — 3 hrs.

Community corrections covers all forms of punishment that take place in the community, from probation and parole to electronic monitoring, fines, boot camps, and intensive supervision. This class includes discussion of supervision and treatment options with all types of offenders, including sex offenders, mentally ill offenders, and those addicted to drugs and alcohol. Restorative justice and prison reentry programs are also covered. Prerequisite(s): CRIM 2022; sophomore standing. (Variable)

CRIM 2232. Juvenile Justice — 3 hrs.

This course examines the ways that juveniles come into contact with the justice system through schools and policing, the varied experiences of juveniles in the courts and in custody, and what happens when juveniles are released from supervision. This course asks how power, race, social class, and gender impact a juveniles path through the system and their outcomes. Prerequisite(s): SOC 1000 or SOC 1060; CRIM 2022. (Spring)

CRIM 2500. Criminal Law and Procedure — 3 hrs.

This course covers the development of criminal law in America, including the historical development of 4th, 5th, 6th, 8th and 14th Amendment rights. Criminal law generally defines the rights and obligations of individuals, while procedural law concerns the protection of individual rights through all phases of the criminal justice process from first contact with police through trial and sentencing. Emphasis is on practical knowledge of procedural law for criminal justice workers. Prerequisite(s): CRIM 2022. (Variable)

CRIM 2502. Report Writing in Criminal Justice — 3 hrs.

This course provides an overview of written and oral communication for criminal justice professionals, including its purposes, policies, procedures and processes. Emphasis is on written documents prepared by the professional, but some attention will be given to oral communication, especially on practical skills such as testifying in court, interviewing victims, witnesses and suspects, and dealing with the media and the public. Prerequisite(s): CRIM 2022. (Variable)

CRIM 2504. Criminal Investigation — 3 hrs.

Covers fundamental principles and procedures employed in the investigation of a crime. Explores the primary components of interviewing and investigations; practices in the apprehension of suspects; preparation of criminal cases. This course is designed to develop a working knowledge of the steps in investigation from the initial securing of a crime scene to the presentation of evidence in trial. Prerequisite(s): CRIM 2022. (Variable)

CRIM 2506. Criminalistics — 3 hrs.

Introduction to the theory and practices of the collection, preservation, and analysis of physical evidence at a crime scene. Introduces students to the functions of the forensic laboratory and its relationship to successful investigations and prosecutions. Topics covered include crime scene processing, investigative techniques, and current forensic technologies. Prerequisite(s): CRIM 2022. (Spring)

CRIM 3100. Social Deviance and Control — 3 hrs.

Causes and consequences of socially-disapproved behavior; role of social control agencies in recruitment of deviant identities, management of and reaction to deviance; dynamics of labeling processes, and examination of social meaning of non-normative behavior. Prerequisite(s): SOC 1000 or SOC 1060; junior standing. (Spring)

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CRIM 3120. Collateral Consequences of Corrections — 3 hrs.

Examination of the social history of crime and punishment in American society through various correctional theories, and how it relates to correctional policy, power relations, and cultural values. A special focus on mass incarceration and issues related to corrections in the 21st century is provided. Prerequisite(s): SOC 1000 or SOC 1060; CRIM 2022 or CRIM 2025; junior standing. (Spring)

CRIM 3122. Youth Gangs — 3 hrs.

Origins and development of youth gangs in United States. Topics include recent emergence of gangs, especially in Iowa, relationship between drugs and violence and gang activity, and creation of social policy to prevent and control gang activity. (Variable)

CRIM 3151. Crime and Social Inequality — 3 hrs.

This class explores the significance of race, ethnicity, class, and gender inequality in the criminal justice system, including the relationship of inequality to law creation, law enforcement, court decisions, and correctional placement and treatment. A particular focus is placed on how ethnicity, race, class, and gender disparities are created in the system and what can be done to change these patterns. Prerequisite(s): SOC 1000 or SOC 1060; junior standing. (Variable)

CRIM 3179. Cooperative Education — 1-3 hrs.

May be repeated for a total of six credit hours (only three credit hours may count towards completion of the Criminology major). Prerequisite(s): consent of instructor and department head and Cooperative Education Office. (Fall, Spring, Summer)

CRIM 3200. Professional Communication in Criminal Justice — 3 hrs.

Effective communication, both as an individual and as part of group, is an essential skill for any criminal justice professional. In this course, students will become familiar with and apply learned skills to different communication processes in the criminal justice system. Students will learn and apply non-verbal, written and oral communication skills to a variety of scenarios, including interviewing, interrogation, contact with the general public, social media, and interdepartmental communications. Emphasis is placed on the importance of ethical communications, both as an individual and as a group, between criminal justice professionals and offenders, victims, colleagues, and the general public. Prerequisite(s): CRIM 2022. (Variable)

CRIM 3225. Criminal Court System — 3 hrs.

This course will explore the various roles of court personnel, attorneys, defendants, witnesses, and jurors. This course focuses on the impact of social inequality on the structure and operation of criminal courts in the United States. Prerequisite(s): SOC 1000 or SOC 1060; CRIM 2022. (Variable)

CRIM 3226. Crime and Punishment — 3 hrs.

Crime and punishment in American society, social history of punishment, theories of punishment, and how it relates to prison subcultures, crime rates, power relations, and cultural values. A special focus on incarceration in the 21st century is provided. Prerequisite(s): SOC 1000 or SOC 1060; CRIM 2022. (Variable)

CRIM 3228. Mental Health and the Criminal Justice System — 3 hrs.

Critical examination of issues related to mental health within the criminal justice system. This course will consider both the ways that individuals with mental health issues are disproportionately likely to have contact with the criminal justice system as well as the ways that the criminal justice system impacts mental health of individuals. Prerequisite(s): SOC 1000 or SOC 1060 or CRIM 2022. (Spring)

CRIM 3300. Human Trafficking — 3 hrs.

The course is designed to provide a better understanding of the scope and magnitude of human trafficking, both domestically and globally. We will explore its historical development, terminology, theories, laws/policies, and factors known to be associated with both sex and labor trafficking. We will discuss the policing of human trafficking, as well as important court and legal cases and punishment of offenders. We will also learn about the physical, emotional, and psychological trauma experienced by human trafficking victims, as well as the roles of the government, the media, faith-based organizations, organized crime, and culture play in both the growth of human trafficking as well as anti-trafficking. (Fall)

CRIM 3314. Ethics in Crime, Law and Justice — 3 hrs.

Critical examination of ethical issues and dilemmas facing criminal justice professionals, framed within the context of both theoretical ethical systems and applied context. Ethical issues and dilemmas related to students and the general public are also discussed. (Variable)

CRIM 3319. Victimology — 3 hrs.

Sociological investigation of institutional, economic, family, and personal victimization in American society with special attention to causes and processes of exploitation. Prerequisite(s): junior standing. (Fall)

CRIM 3350. Corrections Special Topics — 3 hrs.

Topics courses in corrections focus on a wide variety of issues related to either or both community-based corrections, incarceration, or correctional alternatives. Topic listed in Schedule of Classes. May be repeated for maximum of 6 hours. (Variable)

CRIM 3360. Law Enforcement Special Topics — 3 hrs.

Topics courses in law enforcement focus on a wide variety of issues related to policing, law enforcement officers, etc. Topic listed in Schedule of Classes. May be repeated for maximum of 6 hours. (Variable)

CRIM 3369. Drugs and Society — 3 hrs.

This course explores the history of the regulation of psychoactive substances in the United States. In addition, this course provides an overview of social science research on drug use, drug enforcement, and media portrayals of drug use. Prerequisite(s): SOC 1000 or SOC 1060; CRIM 2025. (Variable)

CRIM 3371. Topics in Criminal Justice — 3 hrs.

Topics courses in criminal justice focus on wide variety of issues related to police, courts, and corrections. Topic listed in Schedule of Classes. May be repeated for maximum of 6 hours. (Variable)

CRIM 3381. Topics in Criminology — 3 hrs.

Topics courses in criminology focus on issues related to the definition, causes, patterns consequences, control, and political and social reactions to crime. Other topics focus on specialized topics of interest related to the field of criminology. Topic listed in Schedule of Classes. May be repeated for maximum of 6 hours. (Variable)

CRIM 3400. Police and Society — 3 hrs.

This course is a study of the criminal justice system and the problems it confronts to assess whether or not it effectively reduces crime and achieves justice. We will learn about the law and processes of the justice system in order to evaluate its proficiency as an instrument of social control. It covers the workings of law enforcement, the courts, and the correctional system, as well as juvenile justice. It reviews what constitutes crime, how crime is measured, and the theories used to explain crime. We will also examine the ideals and objectives of law enforcement, and we will explore sociological issues of race, class, gender, and power, in order to develop more effective strategies

in the planning and development of crime policy. Additionally, this course looks to the future and outlines some of the pressing issues that continue to challenge crime control in a democratic society. Prerequisite(s): SOC 1000 or SOC 1060; CRIM 2022. (Spring)

CRIM 3500. Advanced Criminal Procedure — 3 hrs.

This course draws on social science research to explore the gap between the law on the books and the law in practice. This course will cover major areas in American criminal procedure like search and seizure, Miranda rights, and the right to counsel. Prerequisite(s): SOC 1000 or SOC 1060; CRIM 2022. (Variable)

CRIM 3555. Field Placement I — 1-6 hrs.

Applied learning through internship placement or current work in a criminology-related agency. Intended for Criminology and Criminal Justice majors. Prerequisite(s): Major GPA of 2.0 or higher; CRIM 2022; CRIM 2025; at least one upper division elective course (CRIM 3XXX or CRIM 4XXX) at UNI; consent of instructor and department head. (Fall, Spring, Summer)

CRIM 3575. Career Preparation: Getting and Surviving the Job — 3 hrs.

This course covers information related to career preparation and employability. It also emphasizes personal growth and development while at the same time covering topics and issues relevant for all criminal justice professions. Prerequisite(s): Criminology major or minor only; junior standing or consent of instructor. (Fall and Spring)

CRIM 3600. Advanced Criminological Theory and Policy — 3 hrs.

This course will involve an in-depth look into criminological theories of crime and explore the intersection between theory and policy. Classic sociological theories of crime will be explored as well as new emerging theories. The course will focus on how theory can be used to shape policy. Prerequisite(s): SOC 1000 or SOC 1060; CRIM 2025. (Variable)

CRIM 3700. Gendered Violence and the Legal Process — 3 hrs.

This course examines gender-based violence and related legal processes. It draws on theoretical, historical, criminological and legal literature. The course explores aspects of violence with specific attention to gender and sexuality considerations. Prerequisite(s): SOC 1000 or SOC 1060; CRIM 2025. (Variable)

CRIM 3800. Media & Crime — 3 hrs.

This course examines how the media influences various aspects of crime and justice. Using the theoretical perspective of social constructionism, we examine the myths and realities of crime-related portrayals in the media. We focus specifically on how media portrayals of crime, criminals, and victims influence police actions, court processing, correctional procedures, and criminal justice policy. Subtopics may include media portrayals of domestic violence, sexuality, pornography, masculinity, race, and gender. (Variable)

CRIM 4137. Homicide — 3 hrs.

Presentation of a description, discussion, and evaluation of the various types of homicide. Focus on the characteristics and backgrounds of homicidal offenders. Prerequisite(s): SOC 1000 or SOC 1060; CRIM 2025; junior standing. (Spring)

CRIM 4198. Independent Study — 1-3 hrs.

May be repeated with department head approval. Prerequisite(s): consent of instructor and department head. (Variable)

CRIM 4216. Correctional Treatment: Theory and Practice — 3 hrs.

Examination of evolution and development of correctional treatment in United States, with special attention to description and evaluation of

programs in juvenile and adult corrections. Prerequisite(s): SOC 1000 or SOC 1060; CRIM 2022 or CRIM 2025; junior standing. (Fall)

CRIM 4253. Crime and Public Policy — 3 hrs.

Analysis of public policy issues related to crime and justice. Focus on the design, implementation and evaluation of public policy responses to criminal behavior. Prerequisite(s): SOC 1000 or SOC 1060; CRIM 2022; junior standing. (Fall)

CRIM 4300. Wrongful Convictions — 3 hrs.

This class explores the variety of ways that innocent people can be convicted of crimes they did not commit. We will consider problems that can occur in the investigation and prosecution processes and we will consider the steps that can be taken to reduce or eliminate these problems. Prerequisite(s): SOC 1000 or SOC 1060; CRIM 2022; junior standing. (Variable)

CRIM 4331/5331. Women, Crime and Society — 3 hrs.

Sociological analysis of women as victims, offenders, practitioners, and professionals in the criminal justice system. Examination of changing perceptions and behaviors of women in United States and other countries in relation to role expectations of women in criminal justice system. Prerequisite(s): SOC 1000 or SOC 1060; junior standing. (Variable)

CRIM 4500. Criminology Independent Study — 1-3 hrs.

Independent study course. Details to be determined by faculty and student. May be repeated with department head approval. Prerequisite(s): SOC 1000 or SOC 1060; CRIM 2025; junior standing; consent of instructor and department head. (Variable)

CRIM 4550. Criminal Justice Independent Study — 3 hrs.

Independent study course. Details to be determined by faculty and student. May be repeated with consent of department head. Prerequisite(s): SOC 1000 or SOC 1060; CRIM 2025; junior standing; consent of instructor and department head. (Variable)

CRIM 4555. Field Placement II — 1-6 hrs.

Advanced applied learning through internship placement or current work in a criminology-related agency. Intended for students who have completed a previous Professional Development Elective. A maximum of 3 credits of CRIM 3555 or CRIM 4555 can count toward the major. Any additional credits may count as general electives. Prerequisite(s): Major GPA of 2.0 or higher; prior completion of CRIM 3555 or 3575; junior standing; consent of instructor and department head. (Fall, Spring, Summer)

CS: Computer Science

Courses

CS 1000. Computing Skills and Concepts — 3 hrs.

Introduction to operation, applications, implications of computers, microcomputers, and network communications. Develops skill in current applications and sensitizes students to societal issues related to computing. (Fall and Spring)

CS 1025. Modern Tools for Exploring Data — 3 hrs.

Explores use of computational tools to explore data sets, find patterns, and solve complex problems. Topics include representing problems, modeling data, simulating processes, and validating models, with applications in the sciences, social sciences, humanities, and business. (Fall and Spring)

CS 1100. Web Development: Client-Side Coding — 3 hrs.

Client-side Web development adhering to recent/current Web standards. Includes by-hand Web page development involving basic

Course Descriptions

HTML, CSS, data acquisition using forms, and JavaScript for data validation and simple Web-based tools. (Fall)

CS 1120. Media Computation — 3 hrs.

Introduction to computation, algorithmic thinking, data transformation and processing, and programming in the context of media such as images, sound, and video. (Spring)

CS 1130. Visual BASIC Programming — 3 hrs.

Programming using the language Visual BASIC. Broad coverage of language syntax, programming practice, and programming problems appropriate to the novice or end-use programmer using a personal computer. (Fall and Spring)

CS 1160. C/C++ Programming — 3 hrs.

Programming using the C and C++ languages including the object-oriented paradigm. Broad coverage of language syntax and programming practice. Appropriate for developers of general computing applications and systems. Course presumes no prior programming experience. (Fall)

CS 1170. Introductory Programming for Data Science — 3 hrs.

Explores use of software development and tools to explore data sets, find patterns, and solve complex problems in the area of data science. Topics include introductory programming methodologies, data visualization, and an introduction to data mining. (Fall)

CS 1410. Computer Organization — 3 hrs.

Study of computers in terms of their major functional units. Machine representations of data, digital logic, memory, CPUs, buses, and input/output. Instruction set architectures and their implementations, addressing methods, and sequencing. Assembly language programming. Prerequisite(s) or corequisite(s): CS 1510. (Fall and Spring)

CS 1510. Introduction to Computing — 4 hrs.

Introduction to software development through algorithmic problem solving and procedural abstraction. Programming in the small. Fundamental control structures, data modeling, and file processing. Significant emphasis on program design and style. (Fall and Spring)

CS 1520. Data Structures — 4 hrs.

Introduction to use and implementation of data structures such as sets, hash tables, stacks, trees, queues, heaps, and graphs. Additional topics include searching algorithms, sorting algorithms, and algorithmic time and space complexity analysis. Design and implementation of programs using functional decomposition. Prerequisite(s): CS 1510 or department approval. Prerequisite(s) or corequisite(s): CS 1800 or department approval. (Fall and Spring)

CS 1800. Discrete Structures — 3 hrs.

Introduction to logical forms, arguments, predicates, and quantified statements; methods of proof; elementary number theory; counting; sequences; sets; functions; relations; graphs; and Boolean algebra in the context of computer science. Prerequisite(s): CS 1130, CS 1160, or CS 1510. (Fall and Spring)

CS 2100. Web Development: Server-side Coding — 3 hrs.

Development of interactive web sites: server-side scripting; database definition and use; site security; and additional topics as time allows. Prerequisite(s): CS 1100 or consent of instructor. (Fall and Spring)

CS 2150. Computing for Data Science — 3 hrs.

Introduction to basic data and file structures for data science, such as sets, lists, matrices, and maps, and the algorithms that use them. Boolean algebra and its role in reasoning about data. Basics of the software development life cycle with emphasis on requirements and

testing. Not available for credit to students with credit in CS 1800 or CS 1520. Prerequisite(s): CS 1510; consent of department. (Spring)

CS 2420. Computer Architecture and Parallel Programming — 3 hrs.

Computer architecture of uniprocessor and multiprocessor systems with an emphasis on parallel programming to achieve high performance. Topics include processor design (pipelining and superscalar), memory hierarchy, interconnection networks, performance metrics, parallel program design, and parallel programming tools for multi-core systems, clusters, and graphics processing units. Prerequisite(s): CS 1410. (Fall)

CS 2470. Networking — 3 hrs.

Network architectures and communication protocol standards. Topics include communication of digital data, data-link protocols, local-area networks, network-layer protocols, transport-layer protocols, applications, network security, and management. Prerequisite(s): CS 1520; CS 1800. Prerequisites for Department of Applied Engineering majors: TECH 1037; TECH 2051; TECH 2053; CS 1160. (Fall)

CS 2530. Intermediate Computing — 3 hrs.

Intermediate software development in an object-oriented environment. Further experience with object-oriented analysis and design, including modeling languages. Focus on software reuse through frameworks and patterns and on software development methodology and tools. Prerequisite(s): CS 1510; CS 1520; CS 1800; or department approval. (Fall and Spring)

CS 2720. Software Engineering — 3 hrs.

Study of software life cycle models and their phases--planning, requirements, specifications, design, implementation, testing, and maintenance. Emphasis on tools, documentation, and applications. Prerequisite(s): CS 1520; CS 1800. (Spring)

CS 2880. Topics in Computing — 3 hrs.

Topics from recent developments in computing appropriate to students with limited computer science background, often relating to relatively sophisticated or technical use of computing or recent developments in programming. May be repeated on different topic. (Variable)

CS 3110. Web Application Development — 3 hrs.

Development of web applications such as content management systems. Involves HTML and CSS coding, client- and server-side scripting, the creation and manipulation of databases to generate web pages, and secure authentication of users. Prerequisite(s): CS 1520; CS 1100 or COMM 3555. (Variable)

CS 3120/5120. User Interface Design — 3 hrs.

Examination of the theory, design, programming, and evaluation of interactive application interfaces. Topics include human capabilities and limitations, the interface design and engineering process, prototyping and interface construction, interface evaluation, and possibly topics such as data visualization and the World Wide Web. Prerequisite(s): for Computer Science majors: CS 1520; CS 1800; junior standing. Prerequisite(s) for non-Computer Science majors: junior standing; department approval. (Fall)

CS 3140/5140. Database Systems — 3 hrs.

Storage of, and access to, physical databases; data models, query languages, transaction processing, and recovery techniques; object-oriented and distributed database systems; and database design. Prerequisite(s): CS 1520; CS 1800; junior standing. Prerequisite(s) for Physics: Computer Science and Data Science emphasis majors and Data Science minors: CS 2150; junior standing. (Fall)

CS 3150/5150. Information Storage and Retrieval — 3 hrs.

Natural language processing; analysis of textual material by statistical, syntactic, and logical methods; retrieval systems models, dictionary construction, query processing, file structures, content analysis; automatic retrieval systems and question-answering systems; and evaluation of retrieval effectiveness. Prerequisite(s): CS 1520; CS 1800; junior standing. (Spring)

CS 3179. Cooperative Education — 1-4 hrs.

Application of classroom learning to field experience. Credit may not be applied to major or minor. Offered on credit/no credit basis only. May be retaken for up to six credits total. (Fall and Spring)

CS 3430/5430. Operating Systems — 3 hrs.

History and evolution of operating systems; process and processor management; primary and auxiliary storage management; performance evaluation, security, and distributed systems issues; and case studies of modern operating systems. Prerequisite(s): CS 1410; CS 1520; CS 1800; junior standing. (Spring)

CS 3510. Topics in Programming — 1 hr.

Quick study of a specified programming language or environment for those with considerable programming experience. Language syntax and semantics, common problems solved using it, and best practices. May be repeated with different topics. Prerequisite(s): CS 1520; CS 1800. (Variable)

CS 3530. Design and Analysis of Algorithms — 3 hrs.

Algorithm design techniques such as dynamic programming and greedy algorithms; complexity analysis of algorithms; efficient algorithms for classical problems; intractable problems and techniques for addressing them; and algorithms for parallel machines. Prerequisite(s): CS 1520; CS 1800. (Fall)

CS 3540. Programming Languages and Paradigms — 3 hrs.

Organization of programming languages; language design issues including syntax, data types, sequence control, and storage management; comparison of language features from object-oriented, imperative, functional, and logical paradigms. Prerequisite(s): CS 1520; CS 1800; junior standing. (Spring)

CS 3610/5610. Artificial Intelligence — 3 hrs.

Models of intelligent behavior and problem solving; knowledge representation and search methods; learning; topics such as knowledge-based systems, language understanding, and vision. Prerequisite(s): CS 1520; CS 1800; junior standing. (Fall)

CS 3650/5650. Computational Biology — 3 hrs.

Applications of computer science techniques to biological problems; introduction to computational DNA and protein sequence analysis; dynamic programming; optimal alignment algorithms; DNA sequencing and fragment assembly; gene expression arrays; clustering algorithms; evolutionary trees; multiple alignments; hidden Markov models. Prerequisite(s): CS 1520 and CS 1800; junior standing. (Spring)

CS 3730/5730. Project Management — 1 hr.

Examination of problems of organizing, controlling, managing, and evaluating a software project; software metrics and human input. Prerequisite(s): CS 2530; junior standing. (Fall and Spring)

CS 3750/5750. Software Verification and Validation — 3 hrs.

Taxonomy of software defects and approaches to identifying them, including black box testing, functional testing, control flow testing, data flow testing, software inspection. Introduction to use of static analysis in development of high integrity software. Prerequisite(s): CS 1520; CS 1800; junior standing. (Spring)

CS 3810/5810. Theory of Computation — 3 hrs.

Topics include regular languages and grammars; finite state automata; context-free languages and grammars; language recognition and parsing; and Turing computability and undecidability. Prerequisite(s): CS 1800; junior standing. (Spring)

CS 4400/5400. System Administration — 3 hrs.

Major concepts and mechanisms associated with computer system administration. Focus on issues surrounding user management, the configuration of services, and the coordination of distributed resources. Prerequisite(s): CS 2470; junior standing. (Spring)

CS 4410/5410. System Security — 3 hrs.

Topics include the need for security services, data integrity, network intrusion and monitoring, configuration of secure services, root kits, and buffer overflow techniques and remedies. Additional topics include enterprise-wide monitoring, honeypots, and recognizing trends in a networked environment. Prerequisite(s): CS 2470; junior standing. Prerequisite(s) or corequisite(s): CS 3730/5730. (Spring)

CS 4420. Applied Systems Forensics — 3 hrs.

Essentials of applied computer system forensics; evidence preserving techniques; reconstruction of storage volumes and deleted volumes and files; identification of evidence in computer memory; encryption; log analysis; generation of forensic reports. Topics are covered in the context of incidence response to compromised systems. Prerequisite(s): CS 1410; CS 1520; CS 1800; CS 3430/5430. (Fall)

CS 4550/5550. Translation of Programming Languages — 3 hrs.

Introduction to analysis of programming languages and construction of translators. Prerequisite(s): CS 2530 and one of the following: CS 3530, CS 3540, CS 3810/5810; junior standing. Prerequisite(s) or corequisite(s): CS 3730/5730. (Fall)

CS 4620/5620. Intelligent Systems — 3 hrs.

Design and implementation of programs that apply artificial intelligence techniques to problems such as design, diagnosis, and distributed problem solving. Emphasis on team design and development of large systems. Prerequisite(s): CS 2530; CS 3610/5610 or equivalent; junior standing. Prerequisite(s) or corequisite(s): CS 3730/5730. (Spring)

CS 4740/5740. Real-Time Embedded Systems — 3 hrs.

Specification, design, and implementation principles and techniques for real-time embedded systems. Topics include programming languages and paradigms, reliability and fault tolerance, concurrent programming, scheduling, and the interaction between hardware and software. Student teams will complete a significant real-time embedded software project. Prerequisite(s): CS 2530; CS 2720; junior standing. Prerequisite(s) or corequisite(s): CS 3730/5730. (Fall)

CS 4800. Undergraduate Research in Computer Science — 1-3 hrs.

May be repeated for maximum of 6 hours. (Fall and Spring)

CS 4880/5880. Topics in Computer Science — 3 hrs.

Topics of general interest from any area of computer science, including systems, software, or theory. Can be counted in any specialization area, with department approval for individual topics. Prerequisite(s): CS 1520; CS 1800; junior standing. (Variable)

CS 6140. Database Management Systems — 3 hrs.

Database system concepts, physical data organization, the network model and the DBTG Proposal, the hierarchical model, the relational model, relational query languages, design theory of relational databases, query optimization, and normalization. Prerequisite(s): consent of instructor. (Variable)

Course Descriptions

CS 6400. Computer Systems — 3 hrs.

Survey of issues in computer system analysis and design. Emphasis on relationship between system hardware and software including tools and environments for software development on parallel and distributed computer systems. Prerequisite(s): for Computer Science majors: CS 2420 or CS 3430/5430. Prerequisite(s) for non-Computer Science majors: proficiency in a high-level programming language; consent of instructor. (Variable)

CS 6500. Algorithms — 3 hrs.

Survey of analysis and design of algorithms. Topics include algorithm design techniques, efficient algorithms for classical problems, and intractable problems and techniques for solving them. Prerequisite(s): CS 3530. (Variable)

CS 6800. Theoretical Foundations of Computing — 3 hrs.

Survey of theoretical models of computation and basic theory of computability. Topics include Turing machines, undecidability, NP-completeness, and computational complexity. Consideration of applications of theory to contemporary problems in computing. Prerequisite(s): CS 3810/5810. (Variable)

CS ED: Computer Science Education

Courses

CS ED 1310. Programming Environments for Elementary Education — 3 hrs.

Introduction to computational thinking and computer programming. Taught as a survey of programming environments used by elementary education teachers. Topics include structure of programming and the study of several programming environments used by students at a variety of age/ability levels. (Spring)

CS ED 1320. Fundamentals of Programming — 3 hrs.

Introduction to computer programming through a survey of programming environments used by teachers. Topics include structure of programming, study of several programming environments used by students at a variety of age/ability levels, and end-user programming for teachers. (Fall)

CS ED 2310. Foundational Concepts in Computer Science — 3 hrs.

Examine the breadth of the field of computer science beyond the programming of the computers. Topics include data storage and manipulation, computer organization, operating systems, networking and the Internet, software engineering, databases, and artificial intelligence. Give potential teachers a general introduction to commonly taught sub-disciplines in computer science so that they can have informed discussions with students before they study a topic more deeply. (Spring)

CS ED 3310/5310. Teaching and Learning Programming — 3 hrs.

Students will enhance their skill and understanding of programming while examining common programming problems, examples of bad/good code, and common misconceptions/difficulties. Students will examine common paradigms for teaching programming. Students will study broader challenges to learning such as broadening participation, understanding and avoiding bias, and best practices for classroom engagement. Prerequisite(s): CS ED 1320 or equivalent; junior standing. (Spring)

CS ED 3320/5320. Data Structures and Algorithms — 3 hrs.

Introduction to the structure and application of common data structures used in computer science and the algorithms used with/for these structures. Includes an ongoing discussion on algorithm analysis. Also includes significant elements of algorithms, program design, techniques for data storage and retrieval, and data beyond a local text file. Prerequisite(s): CS ED 1320 or equivalent; CS ED 3310/5310; junior standing. (Fall)

CS ED 4330/5330. Methods for Teaching Computer Science — 3 hrs.

Teaching approaches, instructional and assessment strategies, curricular and laboratory materials, and issues in secondary computer science. Students will develop a project, either in a classroom or during an after-school or similar experience that seeks to teach a section of the CS standards. Projects should stress inclusivity and appeal to a diverse group of students. Data will be collected about projects including demographics of participants, aggregate achievement, and analysis of student work samples. Prerequisite(s): CS ED 1320 or equivalent; CS ED 2310; CS ED 3310/5310; junior standing. (Fall)

CSD: Communication Sciences and Disorders

Courses

CSD 1000. Understanding Communication Disorders — 3 hrs.

Provides a general understanding of normal and disordered speech, language, and hearing in adults and children. Covers normal development of communication behavior, the nature of communication disorders, and how speech-language pathology and audiology interact with allied fields (e.g., education, medicine, psychology, and special education). Incorporates the influence of cultural and linguistic diversity. (Fall)

CSD 3100. Language Acquisition in Children: Birth to 5 Years — 3 hrs.

Study of the acquisition of phonological, semantic, syntactic, and pragmatic systems as these interface with brain maturation and motor, cognitive, and social development. Biological and social/interactional factors examined from variety of perspectives (e.g. cultural and linguistic diversity), stressing "applied" orientation. (Spring)

CSD 3120. Phonetics in Communicative Disorders — 3 hrs.

Proficiency in use of International Phonetic Alphabet with emphasis on physiological and linguistic aspects of speech sound production. (Spring)

CSD 3130/5130. Neuroscience and the Study of Communication Disorders — 3 hrs.

Study of key neuroscience principles with an emphasis on neuroanatomic and neurophysiologic bases of communication and swallowing. Prerequisite(s): CSD 3135; junior standing; minimum 3.00 GPA or consent of department head. Department consent required to take at 5000-level. (Fall)

CSD 3135. Anatomy and Physiology of Speaking Mechanism — 3 hrs.

Introduction to functional anatomy and physiology in the speech mechanism. (Spring)

CSD 3140/5140. Introduction to Neurogenic Disorders — 3 hrs.

Introduction to the study of how various neurogenic disorders affect communication. Prerequisite(s): CSD 3135; CSD 3130/5130;

junior standing; minimum 3.00 GPA or consent of department head. Department consent required to take at 5000-level. (Spring)

CSD 3150. Developmental Neurology in Communication Sciences and Disorders — 3 hrs.

Provides undergraduate students with experience on neurological based communication disorders in children. (Spring)

CSD 3200/5200. Language of School-aged Children — 3 hrs.

Language development of older children. Assessment and intervention principles and techniques for children of school age with language disorders. Includes issues in cultural and linguistic diversity, literacy and collaboration with classroom teachers. Prerequisite(s): CSD 3100; junior standing; minimum 3.00 GPA or consent of department head. Department consent required to take at 5000-level. (Fall)

CSD 3220. Disorders of Speech Sounds — 3 hrs.

Study of disordered phonological/articulatory systems; linguistic and cultural variation; exploration of assessment and intervention principles and practices. Prerequisite(s): CSD 3120 or consent of instructor; minimum 3.00 GPA or consent of department head. (Fall)

CSD 3250/5250. Speech Science — 3 hrs.

Study of physiological, aerodynamic, and acoustic techniques used in research, diagnosis, and treatment in communication sciences and disorders. Prerequisite(s): CSD 3260/5260; junior standing; minimum 3.00 GPA or consent of department head. Department consent required to take at 5000-level. (Spring)

CSD 3260/5260. Hearing Science — 3 hrs.

Physical concepts and acoustics relating to propagation and measurement of sound. Anatomy and physiology of the ear including neurophysiology of the peripheral and central auditory system, and psychoacoustics. Prerequisite(s): junior standing; minimum 3.00 GPA or consent of department head. Department consent required to take at 5000-level. (Fall)

CSD 3270/5270. Introduction to Audiology — 3 hrs.

Nature and measurement of hearing; types of hearing loss; audiometric measurement including procedures, and specialized tests. Prerequisite(s): CSD 3260/5260; junior standing; minimum 3.00 GPA or consent of department head. Department consent required to take at 5000-level. (Spring)

CSD 3650. Clinical Processes — 2 hrs.

Introduction to role of speech-language pathologists and audiologists as clinicians; emphasis on observation in the UNI Roy Eblen Speech and Hearing Clinic. Prerequisite(s): Communication Disorders majors only; CSD 1000; CSD 3100; minimum 3.00 GPA; junior standing or consent of instructor. (Fall and Spring)

CSD 3700/5700. Communication Disorders and Differences Across the Lifespan — 3 hrs.

Study of communication patterns, assessment accommodations, intervention, transition, and linguistic and cultural diversity for selected clinical categories across the lifespan. Prerequisite(s): junior standing; minimum 3.00 GPA or consent of department head. Department consent required to take at 5000-level. (Spring)

CSD 3900/5900. Aural Rehabilitation — 3 hrs.

Principles and procedures for assessment and rehabilitation of communication deficits of hearing-impaired persons - emphasizing amplification systems, auditory training, speech-reading, and total communication for the hard-of-hearing and deaf. Introduction to counseling for individuals and families experiencing hearing loss and awareness of diverse cultural views of hearing loss (Deaf culture). Prerequisite(s): CSD 3260/5260; CSD 3270/5270; junior standing;

minimum 3.00 GPA or consent of department head. Department consent required to take at 5000-level. (Fall)

CSD 4000/5000. Honors in Communicative Disorders — 2-3 hrs.

Development and implementation of an approved research project in an area of communicative disorders. Prerequisite(s): junior standing; consent of instructor. Department consent required to take at 5000-level. (Variable)

CSD 4100/5100. Augmentative and Alternative Communication — 3 hrs.

Study of theoretical and practical aspects of planning augmentative and alternative communication for individuals who have complex communication needs. The influence and importance of considerations for individual linguistic and cultural differences will also be discussed. Prerequisite(s): junior standing. Department consent required to take at 5000-level. (Fall and Spring)

CSD 4210/5210. Current Problems in Speech-Language Pathology and Audiology — 1-2 hrs.

Major issues confronting clinicians, researchers, and the profession. Topics to be determined by instructors. May be repeated as section topics change. Prerequisite(s): senior standing or consent of instructor. Department consent required to take at 5000-level. (Variable)

CSD 4500. Clinical Practice — 1 hr.

Clinical experience evaluation and remediation of language and articulation disorders as well as experience in screening of hearing. 1 hr. is required, may be repeated for total of 2 hours. Prerequisite(s): Communication Disorders majors only; CSD 3100; CSD 3120; CSD 3135; CSD 3200/5200; CSD 3220; CSD 3650; minimum 3.00 GPA; senior standing or consent of instructor. (Fall and Spring)

CSD 6000. Research Methods in Speech-Language Pathology and Audiology — 2 hrs.

Introduction to methodology, various designs, and report preparation for research. Prerequisite(s): admitted to graduate program in Speech-Language Pathology or department consent. (Fall and Spring)

CSD 6230. Structural Disorders - Craniofacial and Head & Neck Cancer — 3 hrs.

Understanding of the etiology, assessment, and treatment of head and neck cancer and craniofacial disorders; focus on alaryngeal speech options, oral cancer, swallowing following a total laryngectomy, and respiration, as well as observation and analysis of characteristics of cleft palate speech and intervention techniques. Prerequisite(s): CSD 3135 or consent of instructor; admitted to graduate program in speech-language pathology or department consent. (Variable)

CSD 6285. Individual Readings — 1-2 hrs.

Project must be approved before beginning of semester in which work is to be done. May be repeated. Prerequisite(s): department consent. (Variable)

CSD 6289. Seminar in Speech-Language Pathology — 2 hrs.

Seminars in special topics to be announced in the Schedule of Classes. No limit on number of times repeated as long as topic is different. Prerequisite(s): consent of department; admitted to graduate program in Speech-Language Pathology or department consent. (Fall, Spring, Summer)

CSD 6290. SLP Practicum in Education Setting — 4-10 hrs.

Advanced clinical experience in educational settings such as education agencies, preschools, and schools. Minimum 8-week, full-time internship when taken in addition to CSD 6580 Internship in Clinical Settings; minimum 16-week, full-time without CSD 6580. May be repeated for a maximum of 10 hours. Prerequisite(s): admitted to

Course Descriptions

graduate program in Speech-Language Pathology or department consent. (Fall, Spring, Summer)

CSD 6299. Research — 1-6 hrs.

May be repeated for a maximum of 2 hours (non-thesis) or 6 hours (thesis). Prerequisite(s): consent of instructor and department head. (Variable)

CSD 6300. Treatment of Child Language Disorders — 3 hrs.

Principles and approaches for treating children with language disorders. Consider how cultural and linguistic differences influence treatment planning and delivery. Requires active participation for demonstrations and presentations. Prerequisite(s): admitted to graduate program in Speech-Language Pathology or department consent. (Spring)

CSD 6400. Disorders of Voice — 3 hrs.

In-depth study of the etiology, diagnosis, and management of voice disorders. Prerequisite(s): admitted to graduate program in Speech-Language Pathology or department consent. (Fall)

CSD 6450. Motor Speech Disorders — 2 hrs.

Neurophysiological bases, differential diagnosis, and clinical management of motor speech disorders in adults including diverse populations. Prerequisite(s): admitted to graduate program in Speech-Language Pathology or department consent. (Fall)

CSD 6500. Advanced Clinical Practice: Full Semester — 2 hrs.

Clinical experience in diagnosis and remediation of speech, language, and/or hearing problems at an advanced level of preparation and responsibility. Must be taken for minimum of three academic terms in the graduate program. Prerequisite(s): CSD 4500 or consent of instructor; individuals must be accepted graduate students in the Speech-Language Pathology major. (Fall and Spring)

CSD 6510. Advanced Clinical Practice: 8 Week — 1 hr.

Clinical experience in diagnosis and remediation of speech, language, and/or hearing problems at an advanced level of preparation and responsibility. Typically taken for one eight week summer session during the graduate program. Prerequisite(s): CSD 4500 or consent of instructor; individuals must be accepted graduate students in the Speech-Language Pathology major. (Summer)

CSD 6560. Diagnostics in Communication Disorders — 2 hrs.

Theoretical and practical aspects of the evaluation process. Prerequisite(s): admitted to graduate program in Speech-Language Pathology or department consent. Corequisite(s): CSD 6500 or consent of instructor. (Variable)

CSD 6580. Internship in Clinical Settings — 4-14 hrs.

Advanced clinical experience in settings such as clinics, hospitals, and rehabilitation/health centers serving populations across the lifespan. Minimum 8-week, full-time internship when taken in addition to CSD 6290 SLP Practicum in Education Setting; minimum 16-week, full-time without CSD 6290. May be repeated for maximum of 14 hours. Prerequisite(s): admitted to graduate program in Speech-Language Pathology or department consent. (Fall, Spring, Summer)

CSD 6600. Dysphagia — 3 hrs.

Introductory course on the diagnosis and remediation of dysphagia in adults, with select considerations for the management of pediatric feeding and swallowing disorders. Prerequisite(s): admitted to graduate program in Speech-Language Pathology or department consent. (Fall and Spring)

CSD 6650. Aphasia and Related Disorders — 3 hrs.

Diagnosis and remediation of aphasia with adults, including those from diverse populations. Prerequisite(s): admitted to graduate

program in Speech-Language Pathology or department consent. (Spring)

CSD 6660. Advanced Diagnostics in Communication Disorders — 2 hrs.

Advanced techniques in communication disorders assessment (interviewing; report-writing; clinical application.); must be taken for at least one fall or spring semester. Prerequisite(s): CSD 6560; admitted to graduate program in Speech-Language Pathology or department consent. Corequisite(s): CSD 6500. (Fall and Spring)

CSD 6700. Clinical Phonology — 3 hrs.

Review of current literature on phonological disorders. Includes issues and procedures in the assessment and management of such disorders. Prerequisite(s): CSD 3220 or consent of instructor; admitted to graduate program in Speech-Language Pathology or department consent. (Fall and Spring)

CSD 6800. Stuttering and Cluttering — 2 hrs.

Study of the nature, assessment, and intervention of stuttering and cluttering across the lifespan. Prerequisite(s): admitted to graduate program in Speech-Language Pathology or department consent. (Fall)

CTE: Career Technical Education

Courses

CTE 4110/5110. Methods for Career and Technical Education — 2 hrs.

This online course is designed for those wanting to learn more about teaching a Career and Technical Education in a K-12 setting. The course will include innovative teaching strategies and novel ways to keep students engaged in the classroom. You will become familiar with planning and assessing CTE programs as well as promoting your program within your school. Prerequisite(s): junior standing. (Fall, Spring, Summer)

CTE 4120/5120. Assessment and Evaluation in Career and Technical Education — 2 hrs.

Assessments and Techniques for evaluating student learning and programs in career and technical education. Prerequisite(s): junior standing. (Fall, Spring, Summer)

CTE 4130/5130. Curriculum Design for Career and Technical Education — 2 hrs.

Designing curriculum that aligns with a post-secondary course of study, academic standards, and local program of study needs and constraints. Emphasis on authentic learning and programs of study. Prerequisite(s): junior standing. (Fall, Spring, Summer)

CTE 4140/5140. Foundations of Career and Technical Education — 2 hrs.

Foundations of Career and Technical Education provides a historical perspective of how career and technical education has evolved in society and education. This course looks at the different influences and factors that have contributed to CTE and how CTE has changed throughout the years. Topics include federal and state legislative initiatives, CTE organizations, and the impact of educational reform on Career and Technical Education and workforce development. Prerequisite(s): junior standing. (Fall, Spring, Summer)

CTE 4145/5145. The History of Career and Technical Education: Building a Solid Foundation — 1 hr.

The History of Career and Technical Education takes learners on an insightful exploration of the evolution and development of career

and technical education (CTE) throughout history. From its origins to its modern-day significance, this course provides a comprehensive overview of the key milestones, influential figures, and societal shifts that have shaped CTE into what it is today. By delving into the past, students gain a deeper appreciation for the foundations and principles that underpin contemporary CTE practices. Prerequisite(s): junior standing. (Fall, Spring, Summer)

CTE 4150/5150. Implementation of Work-based Learning Internships — 2 hrs.

Students learn the basics of planning, organizing, and implementing internships. Primary areas of study include how to implement training plans and agreements; develop liaison relationships with the community; evaluate student performance; provide relevant classroom instruction; involve parents and guardians; and counsel students for job application, work performance and transition into work/post-secondary training. Federal and Iowa state employment laws as well as other primary resources to assist in the coordination process will be identified and utilized in developing a customized, local plan for implementing internships. This course meets the coordination of cooperative programs requirement for the Multi-occupations (MOC) and Work Experience Coordinator endorsements. Prerequisite(s): junior standing. (Fall, Spring, Summer)

CTE 4155/5155. Supervision of Work-Based Learning Internships — 1 hr.

Students learn the basics of planning, organizing, and implementing internships to address two goal areas: specific occupational skill development and standard work-behavior development. Primary areas of study include the implementation of training plans and agreements, development of liaison relationships with the community, evaluation of student performance, and review of federal and state employment laws. This course fulfills the requirement for the work-based learning supervisor authorization in Iowa. Prerequisite(s): junior standing. (Fall, Spring, Summer)

EARTHSCI: Earth Science Courses

EARTHSCI 1100. Astronomy — 3 hrs.

Introduction to the Universe, solar system, stars, and galaxies, including apparent motions of bodies in the sky; development of astronomy and its impact on humankind. Student Learning Outcomes include Critical Thinking and Scientific Reasoning. Discussion, 3 periods. (Fall, Spring, Summer)

EARTHSCI 1110. Astronomy Laboratory — 1 hr.

Exploration of astronomical phenomena through the use of telescopes, charts, computer simulations, and other laboratory equipment. Students will derive the characteristics of astronomical objects, and examine their behavior. Student Learning Outcomes include Critical Thinking and Scientific Reasoning. Lab, 2 periods. Prerequisite(s) or corequisite(s): EARTHSCI 1100. (Fall and Spring)

EARTHSCI 1200. Elements of Weather — 3 hrs.

Meteorological elements and their applications to environment; interpretation of weather maps and weather data; forecasting and briefing on daily weather. Student Learning Outcomes include Critical Thinking and Scientific Reasoning. Discussion, 3 periods. No credit for those who have completed EARTHSCI 3210/5210. (Fall, Spring, Summer)

EARTHSCI 1210. Elements of Weather Laboratory — 1 hr.

Fundamentals of meteorological observation, use of basic meteorological instruments, and applications of maps and charts to understanding forecasts. Student Learning Outcomes include Critical Thinking and Scientific Reasoning. Lab, 2 periods. Prerequisite(s) or corequisite(s): EARTHSCI 1200. (Fall, Spring, Summer)

EARTHSCI 1300. Introduction to Geology — 4 hrs.

Introduction to the physical environment, emphasizing materials of the Earth and processes that lead to changes within and on the Earth. Lab emphasis includes rocks and minerals, geologic processes, and landscape development. Student Learning Outcomes include Critical Thinking and Scientific Reasoning. Discussion, 3 periods; lab, 2 periods. (Fall and Spring)

EARTHSCI 1320. Earth History — 4 hrs.

Methods and principles used in deciphering the 4.6 billion-year history of our planet; discussion of history and evolution of life on Earth and examination of major physical and plate-tectonic events through geologic time. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): EARTHSCI 1300 or equivalent. (Fall and Spring)

EARTHSCI 1400. Introduction to Environmental Earth Science — 4 hrs.

Introduction to the physical, chemical, and cultural components of the natural world around us. The primary focus is on global-scale understanding of environmental issues using a scientific approach. Student Learning Outcomes include Critical Thinking and Scientific Reasoning. Discussion, 3 periods; lab, 2 periods. (Variable)

EARTHSCI 1410. Field Studies in _____ — 1-4 hrs.

Field studies in various areas of Earth and Environmental Sciences: geology, oceanography, paleontology, meteorology, hydrology, environmental science, and astronomy. To be preceded or followed by seminars on proposed study area. Student collection of data in the field and reports on their findings. May be repeated in different study area. Only 4 hours may be applied to the Earth Science minor. Prerequisite(s): consent of instructor. (Variable)

EARTHSCI 3110/5110. Observational Astronomy — 2 hrs.

Use of astronomical instruments (telescopes, cameras, and digital cameras), along with observing aids (charts, catalogs, and ephemerides), for collection, analysis, and interpretation of astronomical data. Discussion, 1 period; lab, 2 periods. Prerequisite(s): EARTHSCI 1100 (4 semester hours) or equivalent; junior standing. (Fall)

EARTHSCI 3120/5120. Planets — 3 hrs.

Examination of the Sun's family of planets, satellites, asteroids, and comets, including formation and evolution; processes currently at work in the Solar System; search for exoplanets. Discussion, 3 periods. Prerequisite(s): junior standing. (Fall)

EARTHSCI 3135. Stars, Galaxies and the Universe — 3 hrs.

Study of aspects of the Universe beyond the solar system. Topics include the structure and evolution of stars, red giants, white dwarfs, supernovae, pulsars, black holes, the Milky Way galaxy, active galaxies, extragalactic structures, quasars, supermassive black holes, and the origin, evolution and structure of the Universe. Discussion, 3 periods. Prerequisite(s): EARTHSCI 1100 or equivalent. (Odd Springs)

EARTHSCI 3150. Naked-eye Astronomy — 2 hrs.

Exploration of the changing sky with examples of how different cultures have reacted to and used these changes for time keeping and navigation. Discussion, 2 periods. (Spring)

Course Descriptions

EARTHSCI 3210/5210. Meteorology — 4 hrs.

Weather observations; the atmospheric boundary layer; heating and cooling of the atmosphere; instability and thunderstorm formation; winds and weather systems; air pollution and weather. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): EARTHSCI 1200; junior standing. (Spring)

EARTHSCI 3220/5220. Weather Analysis and Forecasting — 3 hrs.

Fundamentals of weather forecasting; practical application of numerical prediction; analysis of surface and upper air weather observations; the polar front cyclone; conceptual models of atmospheric ascent; thunderstorms; ensemble forecasting; daily weather forecasting exercise. Discussion, 3 periods. Prerequisite(s): EARTHSCI 1200 or instructor's permission; junior standing. (Variable)

EARTHSCI 3230/5230. Air Quality — 4 hrs.

Atmospheric pollution and pollutants; effect of air pollution on the atmosphere, health and welfare; regulation and public policy; atmospheric dispersion of air pollution; air pollution control; indoor air quality. Discussion, 4 periods. Prerequisite(s): EARTHSCI 1200; junior standing. (Fall)

EARTHSCI 3240/5240. Air Quality Modeling — 4 hrs.

Theory and application of air quality modeling; simulation of ambient concentrations of air pollution; dispersion modeling; photochemical modeling. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): EARTHSCI 1200; junior standing. (Spring)

EARTHSCI 3250/5250. Measurement and Analysis of Air Quality — 4 hrs.

Atmospheric chemistry; techniques commonly used in air quality measurement; collection and analysis of gases and particulates; remote sensing of air pollution; indoor air quality; determining compliance with air quality regulations. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): EARTHSCI 1200; junior standing. (Fall)

EARTHSCI 3322. Earth Materials — 4 hrs.

Investigations of the composition, properties, classification, identification, and origin of common Earth materials including the major rock-forming minerals as well as igneous, sedimentary, and metamorphic rocks. Discussion 3 periods, lab 2 periods. Prerequisite(s): EARTHSCI 1300. (Even Springs)

EARTHSCI 3323. Geochemistry of the Land — 4 hrs.

Distribution of elements in and on the Earth. Explores the chemical processes governing these distributions. Emphasizes the use of chemical signatures and patterns to address geologic problems from mining to sustainable environments. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): EARTHSCI 1300 or EARTHSCI 1400; CHEM 1110. (Odd Springs)

EARTHSCI 3325/5325. Sedimentary Geology — 4 hrs.

Investigation of layered rocks, sedimentary processes, sedimentation, environments of deposition, correlation procedures, and classification and description of common sedimentary rocks. Field trips. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): EARTHSCI 1300 or EARTHSCI 1320. (Odd Falls)

EARTHSCI 3327/5327. Paleoclimatology — 3 hrs.

Introduction to paleoclimatology emphasizing methods and principles used to decipher paleoclimate events in the geologic past. This course focuses on climate forcing, the response time of Earth's climate system, feedbacks within the climate system, and the role of carbon in this system over million-year time scales. In particular, the role

of stable and radiogenic isotope proxies in determining paleoclimate events is emphasized. Discussion, 3 periods. Prerequisite(s): EARTHSCI 1300 or GEOG 1210; EARTHSCI 1320 or permission of the instructor; junior standing. (Even Springs)

EARTHSCI 3330/5330. Geomorphology — 4 hrs.

Classification, description, origin, and development of landforms and their relationship to underlying structure and lithology; emphasis on geomorphic processes. Includes fluvial, glacial, periglacial, eolian, karstic, weathering, and mass-movement processes and features. Discussion, 3 periods; labs and field trips, 2 periods. Prerequisite(s): EARTHSCI 1300 or GEOG 1210; junior standing. (Even Falls)

EARTHSCI 3336. Natural Resources and Civilizations — 3 hrs.

Introduction to the interactions and relationships between humans and natural resources: stone, clay, soil, water, plants. Geo archaeological findings from around the world will be investigated. Student Learning Outcomes include Values and Ethics. Discussion, 3 periods. (Variable)

EARTHSCI 3340/5340. Oceanography — 3 hrs.

Basic principles of geological, biological, chemical, and physical oceanography; emphasis on marine geology. Physiographic features of ocean basins, coastal features and processes, oceanic sediments, biological and geological resources, and ocean management. Discussion, 3 periods. Prerequisite(s): EARTHSCI 1300 or equivalent; junior standing. (Odd Springs)

EARTHSCI 3345/5345. Environmental Geology — 3 hrs.

Recognition and remediation of natural and human induced geologic hazards. Analysis of issues or problems of local concern where possible. Discussion, 2 periods; lab and field trips, 2 periods. Prerequisite(s): EARTHSCI 1300 or equivalent; junior standing. (Fall)

EARTHSCI 3350/5350. Environmental Hydrology — 3 hrs.

Introduction to environmental aspects of watershed hydrology. Surface water hydrologic processes, pollution of surface water resources, surface water - ground water interactions, unsaturated zone hydrologic processes, movement of chemicals in soils, site characterization, and soil remediation techniques. Discussion, 3 periods. Prerequisite(s): EARTHSCI 1300; junior standing. (Even Springs)

EARTHSCI 3355/5355. Hydrogeology — 3 hrs.

Principles and applications of hydrogeology including study of runoff, stream flow, soil moisture, and ground water flow. Examination and analysis of ground water flow to wells, regional ground water flow, geology of ground water occurrence, water chemistry of ground water, water quality and ground water contamination, ground water development and management, field methods, and ground water models. Discussion, 3 periods. Prerequisite(s): EARTHSCI 1300; junior standing. (Odd Springs)

EARTHSCI 3360/5360. Field and Laboratory Methods in Hydrology — 3 hrs.

Methods of data collection, laboratory procedures and error analysis associated with water in the geo-hydrologic systems. Develop skills in using hydrologic equipment, including ion chromatograph, spectrophotometers, water monitoring sondes, and well purging systems. Field trips; Discussion/lab, 4 periods. Prerequisite(s): junior standing. (Odd Falls)

EARTHSCI 3365/5365. Hydrology Seminar — 2 hrs.

Reviews of current literature to understand the role of hydrologic sciences in global water issues; discussions of new challenges in the field of hydrology in an era of changing global climate. Oral report on research topics. Discussions, 2 periods. Prerequisite(s): junior standing. (Even Falls)

EARTHSCI 3367. Global Water Environment — 3 hrs.

Investigating natural water as a driver of human-environment relationships. The course provides a holistic view of global water scarcity and societal interactions with this important commodity. The course takes a multidisciplinary approach to increase people's awareness of social, cultural, and political crises that are linked to water inequality and injustice across the globe. Discussion includes new challenges in finding fresh water and our civic roles in defining a sustainable water future. Student Learning Outcomes include Values and Ethics. (Spring and Summer)

EARTHSCI 3370. Geologic Field Methods — 4 hrs.

Students will be introduced to geological field safety, planning, and work (e.g. mapping, stratigraphy, rock, sediment, and descriptions etc.) Students will collect and record data using common geologic field methods and tools; synthesize geologic data collected in the field by producing geologic maps and cross-sections; and finally develop a justifiable geologic history based on multiple lines of evidence. Prerequisite(s): EARTHSCI 1300. (Odd Falls)

EARTHSCI 3400/5400. Topics in Earth and Environmental Science — 1-3 hrs.

Offered both on- and off-campus in flexible format. May include plate tectonics, geomagnetism, naked-eye astronomy, telescope usage, weather forecasting, environmental issues, or other topics of current interest. Topics listed in Schedule of Classes. May be repeated on different topic. Application to major requires consent of department head. Prerequisite(s): junior standing. (Variable)

EARTHSCI 3410/5410. Field Studies in _____ — 1-4 hrs.

Field studies in various areas of Earth and Environmental Sciences: geology, oceanography, paleontology, meteorology, hydrology, environmental science, and astronomy. To be followed or preceded by seminars on the proposed study area. Student collection of data in the field and reports on their findings. May be repeated in different study area. Only 4 hours may be applied to the Earth Science minor. Prerequisite(s) or corequisite(s): EARTHSCI 3000/4000-level course appropriate to the specific field studies and approved by department head; junior standing; consent of instructor. (Variable)

EARTHSCI 3420/5420. Readings in Earth and Environmental Science — 1-3 hrs.

Maximum of 3 hours may be applied to earth science or environmental science majors or minors. Prerequisite(s): junior standing; consent of instructor and department head. (Variable)

EARTHSCI 3430. Internship — 1-6 hrs.

Supervised work experience in approved work situation. Offered on credit/no credit basis only. Prerequisite(s): consent of department head. (Fall, Spring, Summer)

EARTHSCI 4150/5150. Astrophysics — 3 hrs.

Examination of astrophysical concepts and principles for a range of topics, including processes that influence stars, galaxies and the universe. Prerequisite(s): PHYSICS 1701, PHYSICS 1702, MATH 1420, MATH 1421, Junior Standing. (Even Springs)

EARTHSCI 4400. Undergraduate Research in Earth and Environmental Science — 1-3 hrs.

Research activities under direct supervision of Earth and Environmental Science faculty member. Credit to be determined at registration. May be repeated for maximum of 6 hours. Prerequisite(s): consent of instructor and department head. (Fall, Spring, Summer)

EARTHSCI 6297. Practicum. (Variable)**EARTHSCI 6299. Research.**

Prerequisite(s): consent of department. (Variable)

ECE: Early Childhood Education

Courses

ECE 6201. Technology and Trends in Early Childhood Curriculum — 3 hrs.

In the evolving landscape of early childhood education, technology and play-based curriculum trends are shaping contemporary practices. Integrating STEM education with hands-on activities and digital tools fosters critical thinking and problem-solving skills. Play-based learning, emphasizing social-emotional development and creativity, is increasingly incorporated into curricula. Effective integration requires comprehensive teacher training and professional development, along with active parental involvement and support. Staying abreast of trends in educational technology, including AI, is vital, while addressing ethical considerations and ensuring equitable access remains paramount. Prerequisite(s): consent of department. (Odd Summers)

ECE 6289. Seminar in Early Childhood Education — 2 hrs.

Special topics listed in Schedule of Classes. May be repeated to a maximum of 4 hours. (Fall, Spring, Summer)

ECIE: Early Childhood Inclusive Education

Courses

ECIE 3149. Child, Family, School and Community Relationships — 3 hrs.

In this course, preservice educators will explore the impact of personal identity, worldview, and prior experiences on perceptions, expectations, and interactions within the context of education. Students will participate in a service learning component built into the course to provide context and connection. We will focus on the importance of aligning the family, school, and community spheres of influence to optimize student learning experiences. Through practical exercises and case studies, preservice teachers will develop skills in building strong partnerships among families, schools, and communities. Special attention will be given to communication strategies that are developmentally appropriate and individually effective in connecting with children and families. Students will be equipped with the knowledge and tools necessary to develop meaningful home-community-school relationships that promote each child's education and support them in reaching their maximum potential. (Fall, Spring, Summer)

ECIE 4124/5124. Infant Toddler Curriculum and Early Intervention — 3 hrs.

Methods of implementing appropriate curriculum for and guidance of very young children, including children with diverse needs in natural settings. Interagency collaboration and services to support and coach families of infants and/or toddlers with developmental delays or disabilities. Prerequisite(s): SPIE 3150; EDPSYCH 3109/5109; EDPSYCH 3148; junior standing. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. Prerequisites are waived for students from the Department of Communication Sciences and

Course Descriptions

Disorders. Corequisite(s): SPIE 4191/5191. [Same as SPIE 4124/5124] (Fall and Spring)

ECIE 4130/5130. Guidance and Instruction in Early Childhood Education — 3 hrs.

Discussion of the role of the teacher in guiding young children in their learning activities. Emphasis on planning and implementing inclusive early childhood programs. Prerequisite(s): must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course; junior standing. Corequisite(s): ECIE 4192/5192 for Early Childhood majors and minors. ECIE 4192/5192; SPIE 4141/5141; SPIE 4193/5193 for Early Childhood Special Education minors. Prerequisite(s) or corequisite(s): ECIE 4151. (Fall and Spring)

ECIE 4151. Early Childhood Curriculum Development and Organization — 3 hrs.

Current trends in curriculum for preschool and primary children. Attention to the impact of classroom environment on learning. (Fall and Spring)

ECIE 4162/5162. Administration and Advocacy of Early Childhood Programs — 3 hrs.

Overview of knowledge, skills and legal framework needed for leading, evaluating and advocating for inclusive and developmentally appropriate programs for children of diverse backgrounds and abilities, ages birth-8 years. Prerequisite(s): must have full admission to the Teacher Education Program; must have cumulative and UNI GPA of 2.50 or higher to enroll in this course; junior standing. (Fall and Spring)

ECIE 4192/5192. Field Experience and Seminar in Early Childhood — 2 hrs.

Experience in guiding young children, planning and implementing instruction in inclusive early childhood classroom. Prerequisite(s): must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course; junior standing. Corequisite(s): ECIE 4130/5130 for Early Childhood majors and minors. ECIE 4130/5130; SPIE 4141/5141; SPIE 4193/5193 for Early Childhood Special Education minors. (Fall and Spring)

ECIE 6210. Diversity in Early Childhood Education: Theory and Practice — 3 hrs.

Current theory and practical strategies for planning and implementing appropriate experiences for young children and families. Students will learn current understandings re: race, ethnicity, culture, socio-economic status, and inclusion of children with special needs. (Variable)

ECIE 6221. Analysis and Design of Curriculum for Young Children — 3 hrs.

Students explore curricula for young children to enhance teaching practices and inform future decisions on programs and materials. They use varied philosophical approaches to guide principles in creating environments where play is central to learning, blending traditional activities with digital tools to boost engagement and cognitive growth. While distinct, these approaches all aim to support children's developmental needs through experiential and meaningful interactions. (Variable)

ECIE 6236. Assessment in Early Childhood — 3 hrs.

Uses and interpretations of formal and informal measures to assess physical, social, intellectual and emotional development in young children, including English language learners and children with special needs. Emphasis is placed on observational techniques and formative assessments that provide a comprehensive view of each child's growth. The course also covers the importance of

culturally responsive assessment practices and the role of family involvement in the assessment process. Additionally, students explore how to use assessment data to inform instructional planning, tailor learning experiences, and identify areas needing intervention. Program assessment is also highlighted, focusing on evaluating the effectiveness of early childhood programs and ensuring they meet educational standards and goals. The ultimate goal is to ensure that assessments are used to promote positive outcomes for all children, recognizing their individual strengths and needs. Overall program assessment is also addressed. (Variable)

ECIE 6299. Research — 2-3 hrs.

May be repeated for maximum of 6 hours. Prerequisite(s): consent of department. (Fall and Spring)

ECON: Economics

Courses

ECON 1001. Economics of Social Issues — 3 hrs.

Explains basic economic theories and establishes connections between these theories and current social issues. Discusses policies that have been constructed or proposed to address these issues, including but not limited to labor market discrimination, immigration, and environmental externalities, through both conservative and liberal perspectives. Analyzes the problems of income inequality and poverty through the multiple political philosophies of utilitarianism, liberalism, and libertarianism. Students will reflect on their personal values in the context of contemporary social issues. Prerequisite(s): freshman or sophomore standing, or consent of the Department Head. (Fall and Spring)

ECON 1011. Statistics for Business Analytics — 3 hrs.

Application and interpretation of probability and statistics as applied to business problems. Descriptive statistics, hypothesis testing, linear regression, and correlation. May not be used toward Economics major or minor elective credit or the Social Science major or minor. Prerequisite(s): STAT 1772 or equivalent. (Fall and Spring)

ECON 1031. Introduction to Business Economics — 3 hrs.

A survey of how markets and the economy as a whole function, with emphasis on decision making by businesses and economic literacy. Topics include markets for goods, services, and inputs; cost of production; and the measurements and determinants of national income, unemployment, and inflation. No credit for students who have credit or are concurrently enrolled in ECON 1041 or ECON 1051. May not be used for credit on Economics major or minor. (Fall and Spring)

ECON 1041. Principles of Macroeconomics — 3 hrs.

Introduction to the economizing problem and economic institutions. National income determination, monetary and fiscal policy, and global economic issues. (Fall and Spring)

ECON 1051. Principles of Microeconomics — 3 hrs.

Study of how consumers make decisions, firms maximize profits, and various market structures affect prices and output. Topics include supply and demand, elasticity, consumer and producer welfare, firm production and costs, and market structures. Prerequisite(s): C- or better in ECON 1041 or consent of department head. (Fall and Spring)

ECON 2090. Decision Analytics — 3 hrs.

Quantitative and qualitative aspects of problem solving and decision making. Structuring and basics of decision making, applications of probability, functional relationships, marginal analysis, and linear programming. Emphasis on model formulation and interpretation

of results. May not be used for credit toward the Economics major or minor or the Social Science major or minor. Prerequisite(s): STAT 1772 or equivalent; MGMT 2080 (can be taken as a corequisite) or PHYSICS 1701. (Fall and Spring)

ECON 2112. Intermediate Microeconomic Theory — 3 hrs.

In-depth analysis of consumer theory, firm production and costs, and market structures, with a primary focus on how individuals and firms make choices. Prerequisite(s): ECON 1041; ECON 1051. (Fall)

ECON 2122. Intermediate Macroeconomic Theory — 3 hrs.

Intermediate level macroeconomics. Determinants of aggregate demand, national product and employment; and macroeconomics objectives and policies. Prerequisite(s): ECON 1041; ECON 1051. (Spring)

ECON 2132. Money and Banking — 3 hrs.

Money, commercial banking, the Federal Reserve System, and monetary policy. Prerequisite(s): ECON 1041; ECON 1051. (Fall and Spring)

ECON 2140. Health Economics — 3 hrs.

Health Economics: The application of economic principles to the delivery, costs, pricing, and financing of health care services and products. Emphasis is on the health care industry, consumer choices, and government policy. Prerequisite(s): ECON 1031 or ECON 1041 or ECON 1051. (Variable)

ECON 3125. Economics of Sustainability — 3 hrs.

Why do some businesses pursue sustainability initiatives while others do not? What does economic theory tell us about preservation versus use of natural resources? This course will explore such questions by evaluating the business, social, and policy implications of sustainability when viewed through both an economic and interdisciplinary perspective. Prerequisite(s): ECON 1001 or ECON 1031 or ECON 1041 or ECON 1051 or consent of instructor; junior standing. (Variable)

ECON 3179. Cooperative Education in Economics — 1-6 hrs.

Compensated work experience in conjunction with an academic project conducted under faculty guidance. University elective credit is given on a graded basis. Prerequisite(s): ECON 2122; ECON 2112; cumulative UNI GPA of 3.00 or higher required prior to application; consent of department head. (Fall, Spring, Summer)

ECON 3217/5217. Economics of Labor Markets — 3 hrs.

An investigation into the market forces affecting the supply of and demand for labor and the determination of wages in the U.S. Discussion topics may include income maintenance programs, health and safety in industry, income inequality, human capital formation and/or labor mobility. Prerequisite(s): ECON 1001 or ECON 1051; junior standing. (Variable)

ECON 3221/5221. Public Finance — 3 hrs.

Taxation and government expenditures; fiscal policy. Prerequisite(s): ECON 1041; ECON 1051; junior standing. (Variable)

ECON 3224/5224. International Trade and Financial Economics — 3 hrs.

Covers concepts in International Economics as well as international financial economics. Topics in International Economics will include international trade theory, trade strategies, economic unions, and factor movements. Topics in international financial economics will include international financial theories and analysis of balance of payments, alternative exchange rate regimes, and capital movements. Prerequisite(s): ECON 1041; ECON 1051; junior standing. (Variable)

ECON 3225/5225. Environmental Economics — 3 hrs.

Achieving allocative efficiency and cost-effectiveness when setting environmental policy. Modeling environmental quality as a public good and pollution as an economic problem. Assessing the command-and-control approach versus the market approach to environmental problem solving and policy. Exploring historical and current policies on air quality, water quality, solid waste/toxic substance management, and/or global environmental management. Prerequisite(s): ECON 1041; ECON 1051; junior standing. (Variable)

ECON 3229/5229. Cost-Benefit Analysis — 3 hrs.

Impact of public projects on resource allocation and social well being. Meaning and interpretation of Net Present Value (NPV). Problems encountered in quantifying various components of NPV and merits of alternative solutions. Prerequisite(s): ECON 1041; ECON 1051; junior standing. (Variable)

ECON 3231/5231. Law and Economics — 3 hrs.

Analysis of the influence of legal rules and institutions on the economic behaviors of individuals. Examination of the principles of economics as they relate to private and public law, with special emphasis on economic efficiency and equity. Applications from civil procedure, criminal, contract, and tort law. Prerequisite(s): ECON 1001 or ECON 1031 or ECON 1041 or ECON 1051; junior standing. (Variable)

ECON 3237/5237. Sports Economics — 3 hrs.

Uses microeconomic principles with simple game theory and probability/statistical tools to investigate the organization of professional sports leagues, player pay, competitive balance, demand for games, public financing of sports, and other issues. Prerequisite(s): ECON 1041; ECON 1051; or consent of instructor; junior standing. (Variable)

ECON 3249/5249. Economic Development — 3 hrs.

Characteristics of developing nations, causes of underdevelopment, development theories, and development strategies. Prerequisite(s): ECON 1041; ECON 1051; junior standing. (Variable)

ECON 3253/5253. Urban and Regional Economics — 3 hrs.

Theory of location and regional development; factors influencing growth and location of production, location of households, city location and urban hierarchies, and land use patterns; measures and change in regional economic activity; and public policy issues in regional and urban evolution. Research methods including economic base, employment multiplier, location quotient, and threshold analyses. Prerequisite(s): ECON 1041; ECON 1051, or consent of instructor; junior standing. (Variable)

ECON 3257/5257. History of Economic Thought — 3 hrs.

Development of economic theory from early Greeks to John Maynard Keynes. Special emphasis given to Adam Smith, Karl Marx, and Thorstein Veblen. Prerequisite(s): ECON 1041; ECON 1051; junior standing. (Variable)

ECON 3269/5269. Mathematical Economics — 3 hrs.

Application of mathematics to economics with an emphasis on matrices and introductory calculus. Prerequisite(s): ECON 1041; ECON 1051, or consent of instructor; junior standing. (Variable)

ECON 3371. Economic and Business Forecasting — 3 hrs.

Economic and Business Forecasting: The formulation of forecasts using statistical methods and software for time series data. Emphasis on forecasting economic variables such as employment, prices, and production; and business variables such as sales and inventories.

Course Descriptions

Prerequisite(s): STAT 1772; ECON 1031 or ECON 1041 or ECON 1051, or consent of instructor; junior standing. (Spring)

ECON 3373/5373. Introduction to Econometrics — 3 hrs.

Econometric techniques and the development of statistical techniques unique to economics; econometric relationships derived in single and multivariate linear and non-linear regression analysis; use of statistical inference in econometric investigation with applications to classical works of economic topics. Prerequisite(s): STAT 1772; ECON 1041; ECON 1051, or consent of instructor; junior standing. (Spring)

ECON 4380/5380. Directed Research in Economics — 3 hrs.

Students demonstrate their grasp of economic theory and their writing abilities. Prerequisite(s): ECON 1041; ECON 1051; ECON 2112; ECON 2122; senior standing; Economics major. (Variable)

ECON 6285. Individual Readings — 1-3 hrs.

Prerequisite(s): consent of MBA Program Coordinator and department head. (Fall, Spring, Summer)

ECON 6299. Research — 1-6 hrs.

Prerequisite(s): consent of MBA Program Coordinator and department head. (Fall, Spring, Summer)

ECON 6520. Managerial Economics — 3 hrs.

Application of economic theory and methods to business and administrative decision making. Prerequisite(s): ECON 1031 or equivalent; consent of MBA Program Coordinator. (Variable)

EDLEAD: Educational Leadership Courses

EDLEAD 4198. Independent Study — 1-6 hrs.
(Variable)

EDLEAD 4319. Political and Ethical Issues in Education — 3 hrs.

Students will become familiar with issues of power, politics and ethics in education systems. The course will examine ways in which individuals in leadership positions use power and political skills to influence the effectiveness of educational systems and the ethical challenges that arise from such efforts. Prerequisite(s): consent of instructor. (Variable)

EDLEAD 6206. Orientation to Educational Leadership Standards — 2 hrs.

Orientation to the study and practice of school leadership, Iowa Educational Leadership Standards, current and historical trends impacting school and the principalship, and philosophical perspectives impacting school leadership. Corequisite(s): EDLEAD 6247. (Fall)

EDLEAD 6212. Teacher Leadership in International Schools — 3 hrs.

An in-depth look at the knowledge and skills necessary to be teacher leaders in international school settings. Prerequisite(s): Admission to the M.A. Major in Teacher Leadership for International Educators. (Variable)

EDLEAD 6225. Activities Administration — 2 hrs.

The study and in-school application of current research and promising practices related to the administration of PK-12 school activities programs, including athletics, fine arts, clubs, etc. and their role in school's overall programming and mission. Prerequisite(s): EDLEAD 6206; EDLEAD 6247; or consent of instructor. (Variable)

EDLEAD 6232. School Governance, Law and Intersystems Relations — 3 hrs.

Development of knowledge of the many aspects of local, regional, state, and federal governance of public schools, legal issues, school funding, respect for people's rights, and competence in managing school risk to avoid legal liability. Prerequisite(s): EDLEAD 6206; EDLEAD 6245. (Variable)

EDLEAD 6235. Community Connections — 2 hrs.

Exploration and in-school/community application of current research on promising practices and strategies that support parental and community engagement in the school's mission and the principal's role in facilitating stakeholder engagement. Prerequisite(s): EDLEAD 6206; EDLEAD 6247; or consent of instructor. (Variable)

EDLEAD 6240. Technology for School Leaders — 2 hrs.

Course explores current promising practice in technology use for building school leaders. Prerequisite(s): admitted to the M.A. Major in Teacher Leadership for International Educators. (Variable)

EDLEAD 6245. Leadership for Effective Schools — 2 hrs.

Study of contemporary leadership, change, and staff development in school organizations. (Variable)

EDLEAD 6247. School Management for Student Learning — 3 hrs.

Examination of key administrative management concepts and techniques employed by effective school principals to support student learning and achievement. Corequisite(s): EDLEAD 6206. (Variable)

EDLEAD 6248. Leading Instruction in Schools — 3 hrs.

Intensive study of the knowledge and skills needed by teacher leaders to support Professional Learning Communities, effectively use technology, develop teacher leadership, and embrace the role of the instructional leader. (Variable)

EDLEAD 6249. Leading Learning, Teaching, and Curriculum — 3 hrs.

(Tailored for teacher leaders in American international schools)
Extensive study in the knowledge and skills needed by teacher leaders to help lead the development and delivery of curriculum, assessment and instruction focused on student achievement. (Variable)

EDLEAD 6251. Supporting Instruction in the Classroom — 3 hrs.

Supporting Instruction in the Classroom - will address the theoretical and practical models for instructional coaching and the tools to support teachers (and the coaches themselves) while using school data to inform instruction. Students will master content regarding Student-Centered Coaching developed by Diane Sweeney, learn and apply principles of Instructional Rounds in Education by City, Elmore, Fairman, and Lee, and attain knowledge and strategies for Building Teachers' Capacity for Success by Hall and Simeral. Students will have opportunities to reflect on current practices, identify, develop and implement coaching strategies that best fit their personal situations, and collaborate with other instructional coaches through various forms of social media. Prerequisite(s): EDLEAD 6248. (Fall and Spring)

EDLEAD 6252. Coaching Teachers — 3 hrs.

This graduate credit course is designed to apply educational research and leadership principles in a shared leadership environment. Those interested in, or currently engaged in, teacher leadership roles in their buildings and/or districts will find this course to be practical and applicable. Prerequisite(s): EDLEAD 6248, EDLEAD 6251. (Fall and Spring)

EDLEAD 6260. Power, Politics & Ethics for International Educators — 3 hrs.

The study of power, politics and ethics identifies the critical roles of educators and the network of individuals, agencies, and organizations that impact an education system. This course will develop an understanding of how to use power and political skills in ethical ways to create opportunities to improve student performance, administrative, faculty, staff, and organizational effectiveness; with a specific focus in international school settings. Prerequisite(s): declared M.A. Teacher Leadership for International Educators major. (Fall and Spring)

EDLEAD 6282. Leading School Growth and Improvement — 2 hrs.

Study of the teacher leader's role in leading school growth and improvement and the change process. (Variable)

EDLEAD 6284. Evaluator Approval for Improved Student Learning — 3 hrs.

Development of knowledge of various problems and procedures in the organization of elementary and secondary school professional growth. Special emphasis on supervision processes and identifying and analyzing effective teaching and performance behaviors. (Variable)

EDLEAD 6285. Readings in Educational Leadership.

Prerequisite(s): written consent of instructor. (Variable)

EDLEAD 6289. Seminar in Educational Leadership.

Seminars offered on special topics as indicated in the Schedule of Classes. (Variable)

EDLEAD 6291. Internship — 1-3 hrs.

Advanced supervised experience to further develop skills in Educational Leadership Standards. Offered on credit/no credit basis only. May be repeated for maximum of 3 hours. (Variable)

EDLEAD 6292. Capstone to Educational Leadership — 1 hr.

Final work project that demonstrates application and synthesizes the educational standards adopted by the state of Iowa. Prerequisite(s): EDLEAD 6206; EDLEAD 6247; or consent of instructor. (Variable)

EDLEAD 6299. Research.

Prerequisite(s): consent of department. (Variable)

EDLEAD 7310. Human Resource Administration — 3 hrs.

Teacher selection and placement, promotion, tenure, collective bargaining and retirement; administration of pupil personnel facilitating services. (Variable)

EDLEAD 7311. Educational Leadership and Systems Change — 3 hrs.

Examination of knowledge base for both change and leadership. Emphasis on understanding how change factors and leadership styles interact to influence receptiveness to and acceptance of change. Prerequisite(s): doctoral status or admittance into the Advanced Studies Certificate (ASC)- Superintendency program (Same as POSTSEC 7311) (Variable)

EDLEAD 7315. Leading Teaching, Learning and Assessment — 3 hrs.

Focus on what boards of education need to know and be able to do; and the leadership role of the board/superintendent team for improving student achievement by sharing culture and conditions within the school district that contribute to productive change. Prerequisite(s): students must be enrolled in the superintendency preparation program cohort or doctoral program in educational leadership or have permission of instructor. (Variable)

EDLEAD 7318. Evaluation of Administrators — 2 hrs.

Provides superintendents and other educational leaders with knowledge and skills necessary in the supervision and evaluation process in K-12 schools. The Iowa Professional Development Model serves as a foundation for this course. Prerequisite(s): students must be enrolled in the superintendency preparation program cohort or the doctoral program. The instructor may grant special permission to graduate students outside educational leadership. (Variable)

EDLEAD 7319. Power, Politics, and Ethics in School District Leadership — 3 hrs.

Identifies critical roles of teacher leaders and network of individuals/agencies/organizations that impact education system. Develops understanding of how to identify community's power structure and use power/political skills in ethical ways to improve student achievement. Prerequisite(s): Consent of program coordinator. (Variable)

EDLEAD 7340. Funding the Educational Program for Improved Student Achievement — 3 hrs.

Focus on how public schools in U.S. are funded, with special attention to funding public schools in Iowa. Major emphasis on funding and allocation of resources for the improvement of student achievement. (Variable)

EDLEAD 7346. School Business Management — 3 hrs.

Develops the rationale for the function of school business administration. Assists school administrators in managing business affairs and auxiliary services of the school district. Prerequisite(s): EDLEAD 7340; master's degree in Educational Leadership or the Principalship certification. (Variable)

EDLEAD 7385. Readings in Educational Leadership.

Individualized list of selected readings in an area of emphasis, as determined by instructor and student. May be repeated. Prerequisite(s): written consent of instructor. (Variable)

EDLEAD 7389. Seminar in Educational Leadership.

Offered on special topics as determined and scheduled by the department. May be repeated. Limited to post-master's students. (Variable)

EDLEAD 7391. Internship in Educational Leadership — 1-9 hrs.

Advanced supervised experience to further develop skills. May be repeated. Offered on credit/no credit basis only. Prerequisite(s): consent of advisor. (Variable)

EDLEAD 7397. Practicum in Educational Leadership — 2-4 hrs.

May be repeated. Offered on credit/no credit basis only. Limited to post-master's students. Prerequisite(s): consent of advisor. (Fall and Spring)

EDPSYCH: Educational Psychology Courses

EDPSYCH 1500. Reflections on Learning — 3 hrs.

This course examines the question, "What is learning?". The question is broadly considered for both in-school and non-school settings, and for improving one's own learning and the learning of others. Towards this end, topics in this course will include how learning can be viewed through cognitive, developmental, sociocultural, behavioral and strategic lenses. Readings, activities, lectures, case analyses, and class discussions will focus on learning processes and evidence-based practices for promoting learning. (Fall, Spring, Summer)

Course Descriptions

EDPSYCH 2030. Dynamics of Human Development — 3 hrs.

Students in this course will examine the social contexts of human development (0-18 years of age) and the theoretical and historical perspectives that inform our understanding of development. In particular cross-cultural lenses will be used to uncover the cultural nature of development. Implications of these perspectives for supporting the development of individuals across multiple domains (e.g., physical, cognitive, psychosocial) will be discussed. Examination of diverse viewpoints, theories, and methods of inquiry provide an avenue for students to develop skills in critical thinking and analysis and communicate their findings both orally and in writing. (Fall, Spring, Summer)

EDPSYCH 2068. Development and Learning in Sociocultural Contexts — 3 hrs.

Students in this course will examine the process of human development and learning in childhood and adolescence. Throughout the course, students will be guided to learn about the interactions between individuals and sociocultural contexts in shaping developmental outcomes. Different theoretical perspectives on human development and learning will be introduced in this course. Implications of these perspectives for supporting the development and learning of individuals across multiple domains (e.g., physical, cognitive, social-emotional) will be discussed. In particular aspects of social-emotional development will be emphasized to examine the dynamics of development and learning outcomes. Studying a diversity of viewpoints and theories offers students an opportunity to develop critical thinking and analysis skills that can help build different strategies to enhance development and learning. (Fall, Spring, and Summer Variable)

EDPSYCH 2100. Creativity and Higher Order Thinking in the Classroom — 3 hrs.

Creativity and Higher Order Thinking is designed to equip pre-service teachers with a working knowledge of critical thinking and creativity and how to promote them in the school environment. Students will learn developmentally appropriate approaches to thinking about, designing, and re-designing learning experiences for students to promote critical and creative thinking. (Fall and Spring)

EDPSYCH 3109/5109. Development and Assessment of Young Children — 3 hrs.

In-depth study of children's development and its assessment from birth through grade three. Emphasis on examining developmental differences among individual children and implications for developmentally and individually appropriate classroom practice. Prerequisite(s): EDPSYCH 2068 or equivalent or consent of instructor; junior standing. (Fall, Spring, Summer)

EDPSYCH 3148. Learning and Motivation in Classroom Contexts — 3 hrs.

Examination of the influence of cognitive, motivational, and socio-cultural factors on students' learning in classroom contexts, with an emphasis on implications for classroom instruction and improved student achievement. Prerequisite(s): EDPSYCH 2030; or equivalents. Registration requires full admission to the Teacher Education Program. Must have a cumulative 2.50 or higher to enroll in this course. (Fall, Spring, Summer)

EDPSYCH 3200. Deeper Motivation and the Highly Engaged Classroom — 3 hrs.

Motivation plays a central role in classroom learning environments. Developing a space that fosters enthusiasm, interest, enjoyment, and belonging comes about through careful attention to how we develop and conduct spaces for learning. Students will learn to analyze, design,

and re-design, learning environments to promote deeper motivation. (Fall, Spring, Summer)

EDPSYCH 3300. Level Up: Gamified Learning Environments — 3 hrs.

In Level Up we will use the study of learning environments from the perspective of learner centered design as well as game design principles to engage classroom learners with excitement, storytelling, problem solving, and collaboration. A learning environment is any space, physical or digital, where learning is fostered, facilitated, and expected, and includes everything from job training to museums to classrooms. So the question is not what can we learn from playing a game, as that is not the approach of this course, but rather what have game designers learned about creating motivating learning environments and how can we integrate these principles into the classroom environment. This course is designed for students interested in creating learning environments, and while gamers might benefit from such a course, classroom learning, student motivation, and positive social collaboration are at the heart of the course. Note: This course focuses on in-person classroom-based activities and computer programming is neither taught nor required. A blend of tabletop games, computer games, and simulations is used in the course. All students interested in learning environment designs are welcome to level up their teaching in this course. (Fall and Spring)

EDPSYCH 4116/5116. Psychology of Adolescence — 2 hrs.

Psychological concepts applied to adolescent intellectual, physical, and psychosocial behaviors; designed to improve understanding of, and relationships with, adolescents and their search for identity. Prerequisite(s): EDPSYCH 2030 or equivalent; junior standing. (Variable)

EDPSYCH 4118/5118. Mental Health and Well-Being 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(s): EDPSYCH 2030 or equivalent; junior standing. (Variable)

EDPSYCH 4140/5140. Social Psychology in Educational Contexts — 3 hrs.

Students in this course learn to apply social psychological perspectives when interpreting educational situations and events. Through reading and discussion students map the influence of self-definition, motivation, relationships, and familial, school, and neighborhood contexts to educational outcomes. Students evaluate interventions based on social psychological principles and consider their role in educational and social transformation. Prerequisite(s): junior standing. (Variable)

EDPSYCH 4151/5151. Approaches to Classroom Management for Secondary Students — 3 hrs.

Strategies and processes designed to create and maintain classroom management intended to nurture the atmosphere leading to increased academic achievement and personal development of adolescent students. Prerequisite(s): EDPSYCH 2030; EDPSYCH 3148; or equivalents; junior standing. (Variable)

EDPSYCH 4152/5152. Development of the Middle School Aged Child — 3 hrs.

Focus on the cognitive, physical, social and emotional development of the middle school aged child (ages 11 to 15). Examination of the

contexts of the middle school child including the home, school, and peers. Prerequisite(s): junior standing. (Variable)

EDPSYCH 4157/5157. Interpersonal Forgiveness — 3 hrs.

This course consists of a psychological and philosophical examination of forgiveness and will focus primarily on interpersonal forgiveness, the gift an injured person gives to the one who hurt him or her. Topics include what forgiveness is and is not, forgiveness in philosophy, the process of forgiveness, applications and benefits of forgiveness, forgiveness in education, and forgiveness and bullying. Students will also read about self-forgiveness, group and cultural perspectives of forgiveness and community and national issues related to forgiveness. By the end of the course, students will have gained a greater understanding and knowledge of the psychology of interpersonal forgiveness. The course will also help students improve their writing and critical thinking skills. Prerequisite(s): junior standing. (Fall or Spring)

EDPSYCH 4176/5176. Learning and Behavioral Problems in Education — 3 hrs.

Learning and behavior problems of students with focus on issues of identification, etiology, assessment, developmental changes, and intervention including consideration of personal, social, cultural, historical, and economic contexts. Prerequisite(s): junior standing. (Variable)

EDPSYCH 4180/5180. Community Service: Academic Skills Achievement Center — 2-4 hrs.

Tutorial experience in multicultural school setting. Collateral seminar for sharing personal insights and discussion of core readings on cultural pluralism. May be repeated once for credit. Prerequisite(s): junior standing or consent of department head. (Fall and Spring)

EDPSYCH 4188/5188. Current Approaches to Multicultural Education — 3 hrs.

Comparison of alternative models of multicultural education and study of their application in school settings. Prerequisite(s): junior standing. (Spring)

EDPSYCH 4198. Independent Study — 1-6 hrs.
(Variable)

EDPSYCH 4232/5232. Risk and Resilience: Child, Family, School and Community Factors — 3 hrs.

Examination of children's cognitive and psychosocial development within family, school and community contexts, socio-historical factors which impact children, families, schools and communities, and implications for elementary school curricula and pedagogy. Prerequisite(s): junior standing. (Variable)

EDPSYCH 6214. Foundations of Instructional Psychology — 3 hrs.

Study of factors involved in designing and implementing effective instructional environments. (Fall, Spring, Summer)

EDPSYCH 6215. Advances in Educational Psychology: The Science of Learning — 3 hrs.

This course examines what current research in psychological science has to say about the learning process, individual differences, and its implications for instruction. We begin by examining the construct of talent/ability and the development of skill/expertise. Next, we examine domain-general learning strategies (e.g., retrieval practice) and how they support the learning process. Finally, we take a closer look at the development of mathematical and reading proficiency/difficulties - as detailed domain specific "snapshots" of the transition from novice to expert. A major goal of this course will be to consider how insight gained from this research can be applied to help shape

our understanding and design of effective educational practices and interventions for students. (Fall or Spring)

EDPSYCH 6216. Advances in Educational Psychology: The Psychology of Literacy — 3 hrs.

This course examines what current research in psychological science has to say about the learning process, individual differences, and its implications for literacy instruction. Specifically, we take a closer look at the development of reading and writing proficiency/difficulties, how this understanding may inform approaches to literacy instruction and highlight some of the differences in perspectives that currently exist among educators. (Variable)

EDPSYCH 6224. Adult Development and Learning — 3 hrs.

Overview of individual development from young adulthood through middle adulthood. Emphasis is breadth and range of individual growth and development during the adult years. Focus on psychological issues associated with social, emotional, and cognitive development, and adult learning and teaching. (Variable)

EDPSYCH 6235. 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(s): EDPSYCH 3109/5109 or EDPSYCH 4116/5116. (Variable)

EDPSYCH 6240. Introduction to School Psychology — 3 hrs.

Psychological services in schools; roles and functions of school psychologists; review of professional, legal and ethical standards and implications for practice. Prerequisite(s): Admission to the MAE in Educational Psychology with Context and Techniques of Assessment Emphasis (School Psychology program). (Fall)

EDPSYCH 6260. Counseling Interventions in School — 3 hrs.

This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmental, cultural, legal, and gender appropriate strategies and techniques to meet the needs of counseling children and adolescents in a school context. Students will examine various theoretical, behavioral, and play therapy techniques for counseling children and adolescents. Prerequisite(s): Admission to the Ed.S. program in School Psychology or instructor permission. (Spring)

EDPSYCH 6270. Behavioral Interventions in School Settings — 3 hrs.

Overview of evidence-based interventions to address the social, emotional, and behavioral needs of students; using assessment data to develop student goals and monitor student progress; supervised practice developing, implementing, and monitoring interventions in the schools. Prerequisite(s): Admission to the Ed.S. program in School Psychology or instructor permission. (Fall)

EDPSYCH 6272. Systems Consultation — 3 hrs.

Examination of the multiple systems involved in PK-12 education, the organizational change process, and the context of current educational practice and reform. Application of these concepts to various systems level issues. Prerequisite(s): Admission to the Ed.S. program in School Psychology or instructor permission. (Spring)

EDPSYCH 6280. Psychological Consultation in Schools — 3 hrs.

Overview of major theoretical models of consultation (including systems level consultation), an in-depth opportunity to develop behavioral consultation and intervention skills through an authentic referral, and an emphasis on professional accountability through monitoring the effects of intervention. Prerequisite(s): Admission to

Course Descriptions

the MAE in Educational Psychology with Context and Techniques of Assessment Emphasis (School Psychology program). (Spring)

EDPSYCH 6285. Readings.

(Variable)

EDPSYCH 6288. M.A.E. Practicum in Education and Psychology — 1-3 hrs.

Practicum placement for first year graduate school psychology students. Placements coordinated with instructor of record. Class meetings and assignments required. May be repeated. Prerequisite(s): Admission to the MAE in Educational Psychology with Context and Techniques of Assessment Emphasis or instructor permission. (Fall and Spring)

EDPSYCH 6289. Seminar in Education and Psychology — 1-6 hrs.

May be repeated for credit. Prerequisite(s): consent of instructor. (Variable)

EDPSYCH 6290. Ed.S. Practicum in Education and Psychology — 1-6 hrs.

Practicum placement for second year graduate school psychology students. Placements coordinated with instructor of record. Class meetings and assignments required. May be repeated. Prerequisite(s): Admission to the Ed.S. program in School Psychology. (Fall and Spring)

EDPSYCH 6291. Internship in School Psychology — 1-6 hrs.

Supervised off-campus field experience. May be repeated for maximum 6 hours. (Fall and Spring)

EDPSYCH 6299. Research.

Prerequisite(s): consent of department. (Fall and Spring)

EDUC: Education

Courses

EDUC 2300. Teaching Methods I: (Topic) — 2-3 hrs.

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and differentiate instruction for a wide variety of diverse students. Students will engage in curriculum design informed by their discipline and content standards, infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. May be repeated on different topics. Prerequisite(s): Admission to Teacher Education. Corequisite(s): EDUC 2400. (Fall, Spring, Summer)

EDUC 2301. Teaching Methods I: Infant/Toddler Curriculum and Early Intervention — 3 hrs.

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and differentiate instruction for a wide variety of diverse students. Students will engage in curriculum design informed by their discipline and content standards, infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): Admission to Teacher Education. Corequisite(s): EDUC 2401. (Fall, Spring, Summer)

EDUC 2302. Teaching Methods I: Elementary Curriculum — 3 hrs.

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and differentiate instruction for a

wide variety of diverse students. Students will engage in curriculum design informed by their discipline and content standards, infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): Admission to Teacher Education. Corequisite(s): EDUC 2402. (Fall, Spring, Summer)

EDUC 2314. Teaching Methods I: Elementary Art — 3 hrs.

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and differentiate instruction for a wide variety of diverse students. Students will engage in curriculum design informed by their discipline and content standards, infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): Admission to Teacher Education. Corequisite(s): EDUC 2414. (Fall, Spring, Summer)

EDUC 2320. Teaching Methods I: The Teaching of Writing — 3 hrs.

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and differentiate instruction for a wide variety of diverse students. Students will engage in curriculum design informed by their discipline and content standards, infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): Admission to Teacher Education. Corequisite(s): EDUC 2420. (Fall, Spring, Summer)

EDUC 2334. Teaching Methods I: Language Teaching Methods I — 3 hrs.

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and differentiate instruction for a wide variety of diverse students. Students will engage in curriculum design informed by their discipline and content standards, infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): Admission to Teacher Education. Corequisite(s): EDUC 2434. (Fall, Spring, Summer)

EDUC 2341. Teaching Methods I: Industrial Technology Curriculum Planning — 3 hrs.

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and differentiate instruction for a wide variety of diverse students. Students will engage in curriculum design informed by their discipline and content standards, infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): Admission to Teacher Education. Corequisite(s): EDUC 2441. (Fall, Spring, Summer)

EDUC 2343. Teaching Methods I: Secondary Mathematics — 3 hrs.

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and differentiate instruction for a wide variety of diverse students. Students will engage in curriculum design informed by their discipline and content standards, infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): Admission to Teacher Education. Corequisite(s): EDUC 2443. (Fall, Spring, Summer)

EDUC 2344. Teaching Methods I: Introduction to Music Education — 2 hrs.

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and differentiate instruction for a wide variety of diverse students. Students will engage in curriculum design informed by their discipline and content standards, infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): Admission to Teacher Education. Corequisite(s): EDUC 2444. (Fall, Spring, Summer)

EDUC 2346. Teaching Methods I: Elementary Methods and Movement Activities in Physical Education — 3 hrs.

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and differentiate instruction for a wide variety of diverse students. Students will engage in curriculum design informed by their discipline and content standards, infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): Admission to Teacher Education. Corequisite(s): EDUC 2446. (Fall, Spring, Summer)

EDUC 2371. Teaching Methods I: Introduction to Business Teaching — 2 hrs.

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and differentiate instruction for a wide variety of diverse students. Students will engage in curriculum design informed by their discipline and content standards, infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): Admission to Teacher Education. Corequisite(s): EDUC 2471. (Fall, Spring, Summer)

EDUC 2385. Teaching Methods I: Secondary Science — 3 hrs.

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and differentiate instruction for a wide variety of diverse students. Students will engage in curriculum design informed by their discipline and content standards, infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): Admission to Teacher Education. Corequisite(s): EDUC 2485. (Spring)

EDUC 2386. Teaching Methods I: Introduction to Teaching Social Studies — 2 hrs.

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and differentiate instruction for a wide variety of diverse students. Students will engage in curriculum design informed by their discipline and content standards, infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): Admission to Teacher Education. Corequisite(s): EDUC 2486. (Fall and Spring)

EDUC 2387. Teaching Methods I: Methods of Teaching Communication — 3 hrs.

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and differentiate instruction for a wide variety of diverse students. Students will engage in curriculum

design informed by their discipline and content standards, infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): Admission to Teacher Education. Corequisite(s): EDUC 2487. (Fall, Spring, Summer)

EDUC 2400. Teaching Internship I: (Topic) — 2-3 hrs.

This course provides a minimum of 35 hours of field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of their professor and mentor teacher. In preparing, teaching, and reflecting on their lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes. These processes include student engagement, lesson design and sequence, assessment, instructional decision-making and responsiveness to the cultural backgrounds and differing perspectives of learners. Offered on credit/no credit basis only. May be repeated on different topics. Prerequisite(s): Admission to Teacher Education Program. Corequisite(s): EDUC 2300. (Fall, Spring, Summer)

EDUC 2401. Teaching Internship I: Infants/Toddlers — 3 hrs.

This course provides a minimum of 35 hours of field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of their professor and mentor teacher. In preparing, teaching, and reflecting on their lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes. These processes include student engagement, lesson design and sequence, assessment, instructional decision-making and responsiveness to the cultural backgrounds and differing perspectives of learners. Offered on credit/no credit basis only. Prerequisite(s): Admission to Teacher Education Program. Corequisite(s): EDUC 2301 or ECIE 4124/5124. (Fall, Spring, Summer)

EDUC 2402. Teaching Internship I: Elementary Curriculum — 3 hrs.

This course provides a minimum of 35 hours of field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of their professor and mentor teacher. In preparing, teaching, and reflecting on their lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes. These processes include student engagement, lesson design and sequence, assessment, instructional decision-making and responsiveness to the cultural backgrounds and differing perspectives of learners. Offered on credit/no credit basis only. Prerequisite(s): Admission to Teacher Education Program. Corequisite(s): EDUC 2302 or ELEMECML 4150. (Fall, Spring, Summer)

EDUC 2414. Teaching Internship I: Elementary Art — 3 hrs.

This course provides a minimum of 35 hours of field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of their professor and mentor teacher. In preparing, teaching, and reflecting on their lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes. These processes include student engagement, lesson design and sequence, assessment, instructional decision-making and responsiveness to the cultural backgrounds and differing perspectives of learners. Offered on credit/no credit basis only. Prerequisite(s): Admission to Teacher Education Program. Corequisite(s): EDUC 2314. (Fall, Spring, Summer)

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EDUC 2420. Teaching Internship I: English Practicum — 3 hrs.

This course provides a minimum of 35 hours of field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of their professor and mentor teacher. In preparing, teaching, and reflecting on their lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes. These processes include student engagement, lesson design and sequence, assessment, instructional decision-making and responsiveness to the cultural backgrounds and differing perspectives of learners. Offered on credit/no credit basis only. Prerequisite(s): Admission to Teacher Education Program. Corequisite(s): EDUC 2320 or ENGLISH 3920/5920. (Fall, Spring, Summer)

EDUC 2434. Teaching Internship I: Language Teaching Practicum — 3 hrs.

This course provides a minimum of 35 hours of field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of their professor and mentor teacher. In preparing, teaching, and reflecting on their lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes. These processes include student engagement, lesson design and sequence, assessment, instructional decision-making and responsiveness to the cultural backgrounds and differing perspectives of learners. Offered on credit/no credit basis only. Prerequisite(s): Admission to Teacher Education Program. Corequisite(s): EDUC 2334 or LANG 4740/5740. (Fall, Spring, Summer)

EDUC 2441. Teaching Internship I: Industrial Technology Instruction I — 3 hrs.

This course provides a minimum of 35 hours of field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of their professor and mentor teacher. In preparing, teaching, and reflecting on their lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes. These processes include student engagement, lesson design and sequence, assessment, instructional decision-making and responsiveness to the cultural backgrounds and differing perspectives of learners. Offered on credit/no credit basis only. Prerequisite(s): Admission to Teacher Education Program. Corequisite(s): EDUC 2341 or TECH TEE 3100/5100. (Fall, Spring, Summer)

EDUC 2443. Teaching Internship I: Secondary Mathematics — 3 hrs.

This course provides a minimum of 35 hours of field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of their professor and mentor teacher. In preparing, teaching, and reflecting on their lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes. These processes include student engagement, lesson design and sequence, assessment, instructional decision-making and responsiveness to the cultural backgrounds and differing perspectives of learners. Offered on credit/no credit basis only. Prerequisite(s): Admission to Teacher Education Program. Corequisite(s): EDUC 2343 or MATH 2303. (Fall, Spring, Summer)

EDUC 2444. Teaching Internship I: Music Education — 2 hrs.

This course provides a minimum of 35 hours of field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of their professor and mentor teacher. In preparing, teaching, and

reflecting on their lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes. These processes include student engagement, lesson design and sequence, assessment, instructional decision-making and responsiveness to the cultural backgrounds and differing perspectives of learners. Offered on credit/no credit basis only. Prerequisite(s): Admission to Teacher Education Program. Corequisite(s): EDUC 2344. (Fall, Spring, Summer)

EDUC 2446. Teaching Internship I: Elementary Physical Education — 3 hrs.

This course provides a minimum of 35 hours of field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of their professor and mentor teacher. In preparing, teaching, and reflecting on their lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes. These processes include student engagement, lesson design and sequence, assessment, instructional decision-making and responsiveness to the cultural backgrounds and differing perspectives of learners. Offered on credit/no credit basis only. Prerequisite(s): Admission to Teacher Education Program. Corequisite(s): EDUC 2346 or KINES 4172. (Fall, Spring, Summer)

EDUC 2471. Teaching Internship I: Business — 3 hrs.

This course provides a minimum of 35 hours of field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of their professor and mentor teacher. In preparing, teaching, and reflecting on their lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes. These processes include student engagement, lesson design and sequence, assessment, instructional decision-making and responsiveness to the cultural backgrounds and differing perspectives of learners. Offered on credit/no credit basis only. Prerequisite(s): Admission to Teacher Education Program. Corequisite(s): EDUC 2371. (Fall, Spring, Summer)

EDUC 2485. Teaching Internship I: Secondary Science — 3 hrs.

This course provides a minimum of 35 hours of field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of their professor and mentor teacher. In preparing, teaching, and reflecting on their lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes. These processes include student engagement, lesson design and sequence, assessment, instructional decision-making and responsiveness to the cultural backgrounds and differing perspectives of learners. Offered on credit/no credit basis only. Prerequisite(s): Admission to Teacher Education Program. Corequisite(s): EDUC 2385 or SCI ED 3300/5300. (Spring)

EDUC 2486. Teaching Internship I: Social Studies and History — 3 hrs.

This course provides a minimum of 35 hours of field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of their professor and mentor teacher. In preparing, teaching, and reflecting on their lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes. These processes include student engagement, lesson design and sequence, assessment, instructional decision-making and responsiveness to the cultural backgrounds and differing perspectives of learners. Offered on credit/no credit basis only. Prerequisite(s):

Admission to Teacher Education Program. Corequisite(s): EDUC 2386 or SOCSCIED 2190. (Fall and Spring)

EDUC 2487. Teaching Internship I: Communication & Theatre — 2 hrs.

This course provides a minimum of 35 hours of field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of their professor and mentor teacher. In preparing, teaching, and reflecting on their lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes. These processes include student engagement, lesson design and sequence, assessment, instructional decision-making and responsiveness to the cultural backgrounds and differing perspectives of learners. Offered on credit/no credit basis only. Prerequisite(s):

Admission to Teacher Education Program. Corequisite(s): EDUC 2387 or COMM 4559. (Fall, Spring, Summer)

EDUC 3500/5500. Teaching Methods II: (Topic) — 1-3 hrs.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. May be repeated on different topics. Prerequisite(s): for undergraduates: EDUC 2300; 2400; junior standing. Prerequisites for graduates: EDUC 5300; 5400. Corequisite(s): EDUC 3600/5600. (Fall, Spring, Summer)

EDUC 3504/5504. Teaching Methods II: Language Teaching Methods II — 3 hrs.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): EDUC 2334 or LANG 4740/5740; EDUC 2434; junior standing. Corequisite(s): EDUC 3604/5604 or TESOL 4770. (Fall)

EDUC 3514/5514. Teaching Methods II: Secondary Art — 3 hrs.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): EDUC 2314; EDUC 2414. Corequisite(s): EDUC 3614/5614. (Fall, Spring, Summer)

EDUC 3518/5518. Teaching Methods II: Middle Level Grades — 3 hrs.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): junior standing. Corequisite(s): EDUC 3618/5618. (Fall, Spring, Summer)

EDUC 3520/5520. Teaching Methods II: The Teaching of English — 3 hrs.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): EDUC 2320 or ENGLISH 3920/5920; EDUC 2420; junior standing. Corequisite(s): EDUC 3620/5620. (Fall, Spring, Summer)

EDUC 3523/5523. Teaching Methods II: Teaching Elementary Science — 3 hrs.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): EDUC 2301 or ELEMECML 4124 or EDUC 2302 or ELEMECML 4150; EDUC 2401 or EDUC 2402; junior standing. Corequisite(s): EDUC 3524/5524 or ELEMECML 3164; EDUC 3602/5602. (Fall, Spring, Summer)

EDUC 3524/5524. Teaching Methods II: Teaching Elementary and Middle-Level Social Studies — 3 hrs.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): EDUC 2301 or ELEMECML 4124 or EDUC 2302 or ELEMECML 4150; EDUC 2401 or EDUC 2402; junior

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standing. Corequisite(s): EDUC 3523/5523 or ELEMECML 3161; EDUC 3602/5602. (Fall, Spring, Summer)

EDUC 3534/5534. Teaching Methods II: Language Assessment — 3 hrs.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): EDUC 2334 or LANG 4740/5740; EDUC 2434; junior standing. Corequisite(s): EDUC 3634/5634 or SPAN 4091. (Fall, Spring, Summer)

EDUC 3541/5541. Teaching Methods II: Industrial Technology Lab Management — 3 hrs.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): EDUC 2341 or TECH TEE 3100/5100; EDUC 2441; junior standing. Corequisite(s): EDUC 3641/5641 or TECH TEE 4100. (Fall, Spring, Summer)

EDUC 3543/5543. Teaching Methods II: Secondary Mathematics — 3 hrs.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): EDUC 2343 or MATH 2303; EDUC 2443; junior standing. Corequisite(s): EDUC 3643/5643 or MATH 3302. (Fall, Spring, Summer)

EDUC 3544/5544. Teaching Methods II: Choral Methods and Materials — 3 hrs.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): EDUC 2344; EDUC 2444; junior standing.

Corequisite(s): EDUC 3644/5644 or MUS ED 3660. (Fall, Spring, Summer)

EDUC 3545/5545. Teaching Methods II: Concert Band Methods — 1 hr.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): EDUC 2344; EDUC 2444; junior standing. Corequisite(s): EDUC 3644/5644 or MUS ED 3660. (Fall, Spring, Summer)

EDUC 3546/5546. Teaching Methods II: Secondary Methods and Curriculum in Physical Education — 3 hrs.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): EDUC 2346 or KINES 4172; EDUC 2446; junior standing. Corequisite(s): EDUC 3646/5646. (Fall, Spring, Summer)

EDUC 3571/5571. Teaching Methods II: Business Teaching — 2 hrs.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): EDUC 2371; EDUC 2471; junior standing. Corequisite(s): EDUC 3671/5671. (Fall, Spring, Summer)

EDUC 3585/5585. Teaching Methods II: Secondary Science — 3 hrs.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): EDUC 2385 or SCI ED 3300/5300; EDUC 2485; junior standing. Corequisite(s): EDUC 3685/5685. (Fall)

EDUC 3586/5586. Teaching Methods II: Methods of Teaching Social Studies — 3 hrs.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): EDUC 2386 or SOCSCIED 2190; EDUC 2486; junior standing. Corequisite(s): EDUC 3686/5686. (Fall, Spring, Summer)

EDUC 3587/5587. Teaching Methods II: Methods of Teaching Drama & Theatre — 3 hrs.

Students will extend their existing knowledge and skills while learning and practicing new pedagogical methods for presenting and engaging students with content and content literacies, as well as, the variety of products and performances possible to demonstrate student learning. The ways assessment data informs practice before, during, and after instruction will be addressed specifically considering how to use data for whole-class instruction, reteaching, differentiation, and providing meaningful feedback to learners. Students will collaborate with others for professional growth and student benefit. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): EDUC 2387 or COMM 4559; EDUC 2487; junior standing. Corequisite(s): EDUC 3687/5687. (Fall, Spring, Summer)

EDUC 3600/5600. Teaching Internship II: (Topic) — 2-3 hrs.

This course contains a 35-hour field experience in a PK-12 school setting. Through the experience and coursework, students will extend their existing knowledge and skills, and learn and practice new information, strategies, and tools. Students will create, enact, assess, and reflect on student-centered instruction that supports the diverse needs of all students with special attention to English language learners. Opportunities for collaborative teaching will allow students to prepare for respectful, productive communication and collaboration in their teaching positions under close supervision of a professor and mentor teacher. The corequisite methods course will support and extend the learning in this course. Offered on credit/no credit basis only. May be repeated on different topics. Prerequisite(s): for undergraduates: EDUC 2300; EDUC 2400; junior standing. Prerequisite for graduates: EDUC 5300; EDUC 5400. Corequisite(s): EDUC 3500/5500. (Fall, Spring, Summer)

EDUC 3602/5602. Teaching Internship II: Elementary Methods — 3 hrs.

This course contains a 35-hour field experience in a PK-12 school setting. Through the experience and coursework, students will extend their existing knowledge and skills, and learn and practice new information, strategies, and tools. Students will create, enact, assess, and reflect on student-centered instruction that supports the diverse needs of all students with special attention to English language learners. Opportunities for collaborative teaching will allow students to prepare for respectful, productive communication and collaboration in their teaching positions under close supervision of a professor and mentor teacher. The corequisite methods course will support and extend the learning in this course. Offered on credit/no credit basis only. Prerequisite(s): EDUC 2301 or ELEMECML 4124 or EDUC 2302 or ELEMECML 4150; EDUC 2401 or EDUC 2402; junior standing. Corequisite(s): EDUC 3523/5523 or

ELEMECML 3161; EDUC 3524/5524 or ELEMECML 3164. (Fall, Spring, Summer)

EDUC 3604/5604. Teaching Internship II: TESOL Teaching Practicum — 3 hrs.

This course contains a 35-hour field experience in a PK-12 school setting. Through the experience and coursework, students will extend their existing knowledge and skills, and learn and practice new information, strategies, and tools. Students will create, enact, assess, and reflect on student-centered instruction that supports the diverse needs of all students with special attention to English language learners. Opportunities for collaborative teaching will allow students to prepare for respectful, productive communication and collaboration in their teaching positions under close supervision of a professor and mentor teacher. The corequisite methods course will support and extend the learning in this course. Offered on credit/no credit basis only. Prerequisite(s): EDUC 2334 or LANG 4740/5740; EDUC 2434; junior standing. Corequisite(s): EDUC 3504/5504 or TESOL 4760/5760. (Fall, Spring, Summer)

EDUC 3614/5614. Teaching Internship II: Secondary Art — 3 hrs.

This course contains a 35-hour field experience in a PK-12 school setting. Through the experience and coursework, students will extend their existing knowledge and skills, and learn and practice new information, strategies, and tools. Students will create, enact, assess, and reflect on student-centered instruction that supports the diverse needs of all students with special attention to English language learners. Opportunities for collaborative teaching will allow students to prepare for respectful, productive communication and collaboration in their teaching positions under close supervision of a professor and mentor teacher. The corequisite methods course will support and extend the learning in this course. Offered on credit/no credit basis only. Prerequisite(s): EDUC 2314; EDUC 2414; junior standing. Corequisite(s): EDUC 3514/5514. (Fall, Spring, Summer)

EDUC 3618/5618. Teaching Internship II: Middle Level Grades — 3 hrs.

This course contains a 35-hour field experience in a PK-12 school setting. Through the experience and coursework, students will extend their existing knowledge and skills, and learn and practice new information, strategies, and tools. Students will create, enact, assess, and reflect on student-centered instruction that supports the diverse needs of all students with special attention to English language learners. Opportunities for collaborative teaching will allow students to prepare for respectful, productive communication and collaboration in their teaching positions under close supervision of a professor and mentor teacher. The corequisite methods course will support and extend the learning in this course. Offered on credit/no credit basis only. Prerequisite(s): junior standing. Corequisite(s): EDUC 3518/5518 or ELEMECML 4135/5135. (Fall, Spring, Summer)

EDUC 3620/5620. Teaching Internship II: Advanced English Practicum — 3 hrs.

This course contains a 35-hour field experience in a PK-12 school setting. Through the experience and coursework, students will extend their existing knowledge and skills, and learn and practice new information, strategies, and tools. Students will create, enact, assess, and reflect on student-centered instruction that supports the diverse needs of all students with special attention to English language learners. Opportunities for collaborative teaching will allow students to prepare for respectful, productive communication and collaboration in their teaching positions under close supervision of a professor and mentor teacher. The corequisite methods course will support and extend the learning in this course. Offered on credit/no credit

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basis only. Prerequisite(s): EDUC 2320 or ENGLISH 3920/5920; EDUC 2420; junior standing. Corequisite(s): EDUC 3520/5520 or ENGLISH 4980/5980. (Fall, Spring, Summer)

EDUC 3634/5634. Teaching Internship II: Spanish Teaching Practicum — 3 hrs.

This course contains a 35-hour field experience in a PK-12 school setting. Through the experience and coursework, students will extend their existing knowledge and skills, and learn and practice new information, strategies, and tools. Students will create, enact, assess, and reflect on student-centered instruction that supports the diverse needs of all students with special attention to English language learners. Opportunities for collaborative teaching will allow students to prepare for respectful, productive communication and collaboration in their teaching positions under close supervision of a professor and mentor teacher. The corequisite methods course will support and extend the learning in this course. Offered on credit/no credit basis only. Prerequisite(s): EDUC 2334 or LANG 4740/5740; EDUC 2434; junior standing. Corequisite(s): EDUC 3534/5534 or LANG 4750. (Fall, Spring, Summer)

EDUC 3641/5641. Teaching Internship II: Industrial Technology Instruction II — 3 hrs.

This course contains a 35-hour field experience in a PK-12 school setting. Through the experience and coursework, students will extend their existing knowledge and skills, and learn and practice new information, strategies, and tools. Students will create, enact, assess, and reflect on student-centered instruction that supports the diverse needs of all students with special attention to English language learners. Opportunities for collaborative teaching will allow students to prepare for respectful, productive communication and collaboration in their teaching positions under close supervision of a professor and mentor teacher. The corequisite methods course will support and extend the learning in this course. Offered on credit/no credit basis only. Prerequisite(s): EDUC 2341 or TECH TEE 3100/5100; EDUC 2441; junior standing. Corequisite(s): EDUC 3541/5541 or TECH TEE 3150/5150. (Fall, Spring, Summer)

EDUC 3643/5643. Teaching Internship II: Secondary Mathematics — 3 hrs.

This course contains a 35-hour field experience in a PK-12 school setting. Through the experience and coursework, students will extend their existing knowledge and skills, and learn and practice new information, strategies, and tools. Students will create, enact, assess, and reflect on student-centered instruction that supports the diverse needs of all students with special attention to English language learners. Opportunities for collaborative teaching will allow students to prepare for respectful, productive communication and collaboration in their teaching positions under close supervision of a professor and mentor teacher. The corequisite methods course will support and extend the learning in this course. Offered on credit/no credit basis only. Prerequisite(s): EDUC 2343 or MATH 2303; EDUC 2443; junior standing. Corequisite(s): EDUC 3543/5543 or MATH 3304. (Fall, Spring, Summer)

EDUC 3644/5644. Teaching Internship II: Music Education — 2 hrs.

This course contains a 35-hour field experience in a PK-12 school setting. Through the experience and coursework, students will extend their existing knowledge and skills, and learn and practice new information, strategies, and tools. Students will create, enact, assess, and reflect on student-centered instruction that supports the diverse needs of all students with special attention to English language learners. Opportunities for collaborative teaching will allow students

to prepare for respectful, productive communication and collaboration in their teaching positions under close supervision of a professor and mentor teacher. The corequisite methods course will support and extend the learning in this course. Offered on credit/no credit basis only. Prerequisite(s): EDUC 2344; EDUC 2444; junior standing. Corequisite(s): EDUC 3544/5544 or EDUC 3545/5545. (Fall, Spring, Summer)

EDUC 3646/5646. Teaching Internship II: Secondary Physical Education — 3 hrs.

This course contains a 35-hour field experience in a PK-12 school setting. Through the experience and coursework, students will extend their existing knowledge and skills, and learn and practice new information, strategies, and tools. Students will create, enact, assess, and reflect on student-centered instruction that supports the diverse needs of all students with special attention to English language learners. Opportunities for collaborative teaching will allow students to prepare for respectful, productive communication and collaboration in their teaching positions under close supervision of a professor and mentor teacher. The corequisite methods course will support and extend the learning in this course. Offered on credit/no credit basis only. Prerequisite(s): EDUC 2346 or KINES 4172; EDUC 2446; junior standing. Corequisite(s): EDUC 3546/5546 or KINES 4173. (Fall, Spring, Summer)

EDUC 3671/5671. Teaching Internship II: Business — 3 hrs.

This course contains a 35-hour field experience in a PK-12 school setting. Through the experience and coursework, students will extend their existing knowledge and skills, and learn and practice new information, strategies, and tools. Students will create, enact, assess, and reflect on student-centered instruction that supports the diverse needs of all students with special attention to English language learners. Opportunities for collaborative teaching will allow students to prepare for respectful, productive communication and collaboration in their teaching positions under close supervision of a professor and mentor teacher. The corequisite methods course will support and extend the learning in this course. Offered on credit/no credit basis only. Prerequisite(s): EDUC 2371; EDUC 2471; junior standing. Corequisite(s): EDUC 3571/5571. (Fall, Spring, Summer)

EDUC 3685/5685. Teaching Internship II: Secondary Science — 3 hrs.

This course contains a 35-hour field experience in a PK-12 school setting. Through the experience and coursework, students will extend their existing knowledge and skills, and learn and practice new information, strategies, and tools. Students will create, enact, assess, and reflect on student-centered instruction that supports the diverse needs of all students with special attention to English language learners. Opportunities for collaborative teaching will allow students to prepare for respectful, productive communication and collaboration in their teaching positions under close supervision of a professor and mentor teacher. The corequisite methods course will support and extend the learning in this course. Offered on credit/no credit basis only. Prerequisite(s): EDUC 2385 or SCI ED 3300/5300; EDUC 2485; junior standing. Corequisite(s): EDUC 3585/5585 or SCI ED 4800/5800. (Fall)

EDUC 3686/5686. Teaching Internship II: Social Studies and History — 2 hrs.

This course contains a 35-hour field experience in a PK-12 school setting. Through the experience and coursework, students will extend their existing knowledge and skills, and learn and practice new information, strategies, and tools. Students will create, enact, assess, and reflect on student-centered instruction that supports

the diverse needs of all students with special attention to English language learners. Opportunities for collaborative teaching will allow students to prepare for respectful, productive communication and collaboration in their teaching positions under close supervision of a professor and mentor teacher. The corequisite methods course will support and extend the learning in this course. Offered on credit/no credit basis only. Prerequisite(s): EDUC 2386 or SOCSCIED 2190; EDUC 2486; junior standing. Corequisite(s): EDUC 3586/5586 or SOCSCIED 4190. (Fall, Spring, Summer)

EDUC 3687/5687. Teaching Internship II: Communication & Theatre — 2 hrs.

This course contains a 35-hour field experience in a PK-12 school setting. Through the experience and coursework, students will extend their existing knowledge and skills, and learn and practice new information, strategies, and tools. Students will create, enact, assess, and reflect on student-centered instruction that supports the diverse needs of all students with special attention to English language learners. Opportunities for collaborative teaching will allow students to prepare for respectful, productive communication and collaboration in their teaching positions under close supervision of a professor and mentor teacher. The corequisite methods course will support and extend the learning in this course. Offered on credit/no credit basis only. Prerequisite(s): EDUC 2387 or COMM 4559; EDUC 2487; junior standing. Corequisite(s): EDUC 3587/5587 or THEATRE 3115. (Fall, Spring, Summer)

EDUC 4132. Early Childhood Teaching — 1-12 hrs.

Offered on credit/no credit basis only. Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating student progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program. Prerequisite(s): completion of Internship I and II and Methods I and II professional experiences coursework; department consent. (Fall and Spring)

EDUC 4134. Elementary Teaching — 1-12 hrs.

Offered on credit/no credit basis only. Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating student progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program. Prerequisite(s): completion of Internship I and II and Methods I and II professional experiences coursework; department consent. (Fall and Spring)

EDUC 4135. Special Education Teaching — 1-12 hrs.

Offered on credit/no credit basis only. Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating student progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program. Prerequisite(s): completion of Internship I and II and Methods I and II professional experiences coursework; department consent. (Fall and Spring)

EDUC 4137. Middle School/Junior High Teaching — 1-12 hrs.

Offered on credit/no credit basis only. Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating student progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program. Prerequisite(s): completion of Internship I and II and Methods I and II professional experiences coursework; department consent. (Fall and Spring)

EDUC 4138. Secondary School Teaching — 1-12 hrs.

Offered on credit/no credit basis only. Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating student progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program. Prerequisite(s): completion of Internship I and II and Methods I and II professional experiences coursework; department consent. (Fall and Spring)

EDUC 4139. Vocational/Technical Teaching — 1-12 hrs.

Offered on credit/no credit basis only. Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating student progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program. Prerequisite(s): completion of Internship I and II and Methods I and II professional experiences coursework; department consent. (Fall and Spring)

EDUC 4140. Special Area Teaching: Art, ESL, Music, and Physical Education — 1-12 hrs.

Offered on credit/no credit basis only. Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating student progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program. Prerequisite(s): completion of Internship I and II and Methods I and II professional experiences coursework; department consent. (Fall and Spring)

EDUC 5300. Teaching Methods I: (Topic) — 2-3 hrs.

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and differentiate instruction for a wide variety of diverse students. Students will engage in curriculum design informed by content and content standards infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. May be repeated on different topics. Prerequisite(s): Admission to Teacher Education Program. Corequisite(s): EDUC 5400. (Fall, Spring, Summer)

EDUC 5400. Teaching Internship I: (Topic) — 2-3 hrs.

This course provides a minimum of 35 hours of field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of your professor and mentor teacher. In preparing, teaching and reflecting on their

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lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes. These processes include student engagement, lesson design and sequence, assessment, instructional decision-making and responsiveness to the cultural backgrounds and differing perspectives of learners. This course is offered on a credit/no-credit basis. May be repeated on different topics. Prerequisite(s): Admission to Teacher Education Program. Corequisite(s): EDUC 5300. (Fall, Spring, Summer)

EDUC 6130. Student Teaching Seminar — 4 hrs.

This course provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating student pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program. (Summer)

EDUC 6250. Advanced Internship in Teaching — 2-12 hrs.

Offered on credit/no credit basis only. Provides the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating student progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program. Student may concentrate on any aspect of the school program, such as curriculum, methods, evaluation, remedial instruction, guidance, supervision, administration, public school relations, information and communication technologies, and co-curricular activities. Prerequisite(s): completion of Internship I and II and Methods I and II professional experiences coursework; department consent. (Fall, Spring, Summer)

ELEMECML: Elementary, Early Childhood and Middle Level Education Courses

ELEMECML 3100/5100. Integrating Science, Technology, Engineering, and Mathematics in the Elementary Classroom — 3 hrs.

Focuses on integrating science, technology, engineering principles, and mathematics using both modeling and an inquiry approach. Engineering and scientific practices drive both the instructional planning, and inquiry-oriented curricula and assessment. The practice of engineering, along with the difference between science and engineering is addressed. Prerequisite(s): two courses from SCI ED 1200, SCI ED 1300, and SCI ED 1100 OR approval of the instructor; junior standing. (Even Falls)

ELEMECML 3120. Classroom Management K-8 — 3 hrs.

Focus on skills needed to organize and manage appropriate instruction in the elementary classroom. Prerequisite(s): junior standing. Registration requires full admission to the Teacher Education Program. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. Prerequisite(s) or corequisite(s): ELEMECML 4150 or EDUC 2302. (Fall and Spring)

ELEMECML 3159. Integrating STEM in Elementary Classrooms — 3 hrs.

Integrating STEM in Elementary Classrooms

ELEMECML 3161. Methods of Teaching Elementary School Science — 3 hrs.

Investigation of current textbook series, trends, teaching materials, and appropriate instructional strategies for contemporary elementary school science programs. Prerequisite(s): EDUC 2301 or EDUC 2302; EDUC 2401 or EDUC 2402; junior standing. Registration requires full admission to the Teacher Education Program. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

ELEMECML 3164. Methods of Teaching Elementary School Social Studies — 3 hrs.

Basic methods and materials for teaching the knowledge, skills, attitudes and values in history, geography, political science/civic literacy, economics and behavioral sciences. Prerequisite(s): EDUC 2301 or EDUC 2302; EDUC 2401 or EDUC 2402; junior standing. Registration requires full admission to the Teacher Education Program. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

ELEMECML 3187. Facilitating Early STEM Education — 3 hrs.

What does STEM for children ages 4-9 look like? This course explores how to design high quality STEM experiences for PK-2 children that are developmentally appropriate. Students will engage in readings, discussions, and discovery of how these experiences are meaningful to our youngest learners, and how to enable children's access to them every day. (Fall and Spring)

ELEMECML 4121/5121. Infant and Toddler Curriculum and Guidance — 2 hrs.

Methods of implementing appropriate curriculum for and guidance of very young children, including children with diverse needs in inclusive group settings. Includes a required 15 hours field experience. Prerequisite(s) or corequisite(s): EDPSYCH 3109/5109; EDPSYCH 3148; junior standing. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

ELEMECML 4123/5123. Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom — 3 hrs.

Introduction, exploration and application of various methods for teaching and assessing visual and performing arts integration with content across the elementary curriculum. Prerequisite(s): junior standing. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

ELEMECML 4125/5125. Methods of Teaching Health, Fitness, Visual and Performing Arts Integration in Elementary Classroom — 3 hrs.

Introduction, exploration and application of various methods for teaching and assessing health, fitness, visual and performing arts integration with content across the elementary curriculum. Prerequisite(s): junior standing. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

ELEMECML 4135/5135. Middle Level Instruction, Differentiation, and Assessment — 3 hrs.

Strategies for instruction, differentiation, and assessment for addressing the cognitive characteristics and needs of young adolescents in grades five through eight. Prerequisite(s): EDPSYCH 3148; EDPSYCH 4152/5152; junior standing. Prerequisite(s) or corequisite(s): ELEMECML 4152/5152 or equivalent. Registration requires full admission to the Teacher Education Program. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

ELEMECML 4141/5141. Integrated Activities in Elementary School STEM — 3 hrs.

Pedagogy that facilitates the development of cross-cutting concepts and habits of inquiry within STEM (science, technology, engineering, and mathematics) through authentic, meaningful, and integrative investigations in elementary classrooms. Prerequisite(s): for undergraduate students: junior standing. Prerequisites for graduate students: admission to the Elementary Education Master's Program (MAE) or consent of instructor. (Spring)

ELEMECML 4143/5143. Applications/Content in Elementary Social Studies — 3 hrs.

Applying knowledge of current trends, resources, and content as a means of developing, enriching, and expanding the social studies curriculum. Prerequisite(s): ELEMECML 3164; junior standing. Registration requires full admission to the Teacher Education Program. (Fall)

ELEMECML 4150. Elementary Curriculum — 3 hrs.

Recent trends in the curriculum for children in grades K-6. Prerequisite(s) or corequisite(s): full admission to the Teacher Education Program. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

ELEMECML 4152/5152. The Nature of Middle School — 3 hrs.

Examination of middle school design, programs, and practices for meeting the needs of young adolescents in grades 5-8, including middle school philosophy, history, community building, interdisciplinary instruction, teaming, exploratory courses, family involvement, and advisory programs. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): EDUC 2402. Registration requires full admission to the Teacher Education Program. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. Students must be available for a 10-hour field experience. (Fall and Spring)

ELEMECML 5153. Early Childhood Curriculum Development and Management — 3 hrs.

Current trends in preschool and primary curriculum with an attention to the interaction of curriculum and classroom environment on learning and development. (Fall and Spring)

ELEMECML 6201. Issues and Trends in Curriculum — 3 hrs.

Current ideas influencing the planning and implementation of curriculum. Prerequisite(s): consent of department. (Variable)

ELEMECML 6205. Technology in Early Childhood Education — 2 hrs.

Examination of policies, expert recommendations, and developmentally appropriate practices for using technology and digital media as learning tools for young children. Prerequisite(s): consent of department. (Variable)

ELEMECML 6214. Recent Research in Early Childhood Education — 3 hrs.

Review of implications of research to gain techniques for improving instruction and programs for young children. Prerequisite(s): ECIE 4151 or equivalent. (Variable)

ELEMECML 6242. Analysis and Improvement of Science Instruction in the Elementary School — 3 hrs.

Application of current research and national standards regarding attitudes, process skills, inquiry, and essential knowledge to the analysis and improvement of science curriculum including the learning cycle, unifying themes, creativity, and differentiated instruction.

Prerequisite(s): admission to the Elementary Education Master's Program M.A.E.) or consent of instructor. (Variable)

ELEMECML 6243. Analysis and Improvement of Social Studies Instruction in the Elementary School — 3 hrs.

Assists teacher in exploring historical and current practices in social studies to create new approaches by using available resources and ideas. Prerequisite(s): ELEMECML 4143/5143 or ELEMECML 4150 or consent of department. (Variable)

ELEMECML 6285. Readings in Education — 1-3 hrs.

(Fall, Spring, Summer)

ELEMECML 6289. Seminar in Education — 3 hrs.

Special topics listed in Schedule of Classes. May be repeated to a maximum of 6 hours. (Fall, Spring, Summer)

ELEMECML 6297. Practicum — 2-3 hrs.

(Fall, Spring, Summer)

ELEMECML 6299. Research — 1-6 hrs.

Prerequisite(s): consent of department. (Fall, Spring, Summer)

ELSPED: Elementary and Special Education Courses

ELSPED 3114. Child Development, Wellness, Literature and Arts Integration — 8 hrs.

This course introduces paraprofessionals to child development by examining the social contexts of human development of elementary-age children and theoretical perspectives that inform understanding of physical, cognitive, and psychosocial development as students interface with culture. Developmentally appropriate methods for integrating children's literature, wellness and physical activities, and visual and performing arts into teaching and learning. Paraprofessionals will learn to plan and teach developmentally appropriate integrated lessons. Prerequisite(s): declared Purple Pathway for Paraeducators majors only. (Fall)

ELSPED 3115. Schooling and Inclusive Education in the 21st Century — 8 hrs.

This course engages teacher candidates in an overview of the social, political, and cultural aspects of education that has contributed to current public policy and law associated with the educational process. Perceptions of difference and an overview of inclusive practice in schools, technology-supported learning, building inclusive school communities, and learning environments will be discussed in today's schools. The course focuses on collaboration in learning, practice as professionals, and advocacy for social justice in educational contexts. Prerequisite(s): declared Purple Pathway for Paraeducators majors only. (Fall)

ELSPED 3116. Child Development and Integrated Arts, Media, and Early Literacy — 8 hrs.

This course introduces paraprofessionals to child development by examining the social contexts of human development of elementary-age children and theoretical perspectives that inform understanding of physical, cognitive, and psychosocial development as students interface with culture. Developmentally appropriate methods of teaching early literacy incorporate various approaches that use the visual and performing arts and children's literature. Paraprofessionals will learn to plan and teach developmentally appropriate lessons integrating the arts, literacy, and diverse media while completing their

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Level II Benchmark. Prerequisite(s): declared Purple Pathway for Paraeducators majors only. (Fall)

ELSPED 3117. Inclusive Classroom Environments and Learning Assessment — 8 hrs.

Teacher candidates will experience two parallel modules. One module will focus on assessment in regular and special education environments, and the second will focus on building inclusive environments for all children that include a practicum experience. Teacher candidates will study classroom assessment in theory and practice, including the development and appropriate use of formative and summative assessments, assessment quality, grading/communication, standardized testing, and emphasizing the use of data to enhance teaching and learning. Collection and use of educational data to assess and teach diverse learning needs, educational planning and progress monitoring, instructional models, curricular access, mapping, and development will support teaching in inclusive classrooms supporting all students learning. Teacher candidates create culturally responsive teaching plans by designing and implementing daily lessons in one-to-one settings. Prerequisite(s): declared Purple Pathway for Paraeducators majors only. (Spring)

ELSPED 3118. Learning Motivation, Behavior Support, and Reasoning Skills — 8 hrs.

Teacher candidates will study recent trends in the elementary classroom environment and curriculum for grades K through 6 while examining the influence of cognition and motivational factors on children's learning, motivation, and behavioral supports. The second module of this session focuses on skills needed to organize and manage the culturally sustaining and inclusive classroom environment for instruction in elementary classrooms using individual, small group, and whole group strategies that facilitate productive behaviors for learning. The development of professional behaviors and effective skills for interdisciplinary and family collaboration is experienced by the teacher candidate throughout the program, including problem-solving and strategies for an individual. In a third module, learners engage in mathematics as problem-solving, focusing on whole numbers, rational number concepts, and arithmetic operations with connections to algebraic thinking. Connections to practice are explored with classroom stories and experiences learners encounter in their work as paraeducators. Prerequisite(s): declared Purple Pathway for Paraeducators majors only. (Spring)

ELSPED 4115. Engaging in Integrated Science, Methods of Teaching Science, and Math Reasoning Part 1 — 8 hrs.

This course will focus students on science investigations in life and physical sciences and prepare teacher candidates to teach science in the elementary classroom. It will engage teacher candidates with mathematics as problem-solving, communication, connections, and reasoning and includes data analysis, probability, and algebraic reasoning. Prerequisite(s): declared Purple Pathway for Paraeducators majors only. (Summer)

ELSPED 4116. Engaging in Integrated Science, Methods of Teaching Science, and Math Reasoning Part 2 — 8 hrs.

This course focuses on science investigations in physical and earth sciences, preparing teacher candidates to teach science in the elementary classroom. It will also feature a module on mathematics as problem-solving, communication, connections, and reasoning and includes geometry, measurement, and proportionality. Prerequisite(s): declared Purple Pathway for Paraeducators majors only. (Summer)

ELSPED 4117. Differentiating Literacy and Social Studies for All Students — 8 hrs.

This course focuses on learning about differentiated content reading, writing, and social studies methods of teaching. Students use reading and writing strategies to support learning about social science content and the differentiation process for experiences that support inclusive elementary classrooms. The focus on supporting diverse learners is woven throughout this course. The coursework is linked to grouping, assessment for learning, and strategies for discussions and responses to readings. An integrated unit will be collaboratively designed with specific attention to differentiated literacy and social studies for diverse learners and could be implemented in student teaching. Prerequisite(s): declared Purple Pathway for Paraeducators majors only. (Fall)

ELSPED 4118. Differentiating Math for All Students and Differentiation Practicum — 8 hrs.

Learners will continue their study of differentiated methods of teaching elementary mathematics and engaging in small group teaching practica in diverse classrooms. Teacher candidates will work with children who have IEPs and identify and utilize assessment instruments and strategies to evaluate the learning needs of K-8 students in a special education environment. This course will encompass the Level III Benchmark where students have the opportunity to teach whole group lessons in a subject area agreed upon between the student and classroom teacher. Prerequisite(s): declared Purple Pathway for Paraeducators majors only; ELSPED 3117. (Fall)

ELSPED 4120. Transitions: Education and Post K-12 — 2 hrs.

This course is taken with Student Teaching. Student teaching is offered on a credit/no credit basis only and provides the teacher candidate the opportunity to experience, in-depth, teaching responsibilities. This course incorporates work with post-school transition programming for individuals with disabilities and will support teacher candidates' understanding of current initiatives and research related to planning and supporting educational (K-12) and post-school transitions for students with disabilities at the intersections of race, gender, gender identity, immigration, sexual orientation, and among other historically marginalized people (i.e., Black, Indigenous, and Youth of Color). This module explores the development and implementation of self-determined careers, post-secondary education opportunities, and inclusive community living for adolescents and adults. Prerequisite(s): declared Purple Pathway for Paraeducators majors only. Corequisite(s): EDUC 4134 or EDUC 4135. (Spring)

ELSPED 4121. Health and Fitness for Elementary Teachers — 2 hrs.

This course is taken with Student Teaching. Student teaching is offered on a credit/no credit basis only and provides the teacher candidate the opportunity to experience, in-depth, teaching responsibilities. This module includes work on methods and materials in health education and physical education appropriate for all children. Prerequisite(s): declared Purple Pathway for Paraeducators majors only. Corequisite(s): EDUC 4134 or EDUC 4135. (Spring)

ENGLISH: English Language and Literature Courses

ENGLISH 1002. College Writing Basics — 3 hrs.

Prepares students with limited writing experience for ENGLISH 1005; recommended for students who have ACT English scores of 17

or less. Emphasis on reading and writing a variety of increasingly complex expository texts. Attention to developing and organizing ideas, revising, editing, and adapting written discourse for readers. Does not meet the Liberal Arts Core writing requirement; does not count toward minimum hours required for baccalaureate degree. No credit if prior credit in another college writing course. (Variable)

ENGLISH 1005. College Writing and Research — 3 hrs.

Recommended for students who have ACT English and Reading scores of 18-26; students who have ACT English scores of 17 or less are advised to take ENGLISH 1002 first. Emphasis on critical reading and the writing of a variety of texts with attention to audience, purpose, and rhetorical strategies. Attention to integrating research materials with students' critical and personal insights. No credit if prior credit in ENGLISH 2015 or ENGLISH 2120. (Fall and Spring)

ENGLISH 1050. Law and Literature — 3 hrs.

Considerations of how imaginative writers from ancient Greece to the present day have examined the nature, problems, and possibilities of justice. (Variable)

ENGLISH 1070. Let's Talk About: (Topic) — 3 hrs.

Students will develop speaking, listening, reading, and group communication skills through the rhetorical study of selected topics. Students will examine how historical and cultural context shapes the language we use, and will analyze a variety of texts to understand various topics. Students will learn how to apply communication principles to a variety of speaking situations. (Variable)

ENGLISH 1120. Literature: (topic) — 3 hrs.

Developing ability to read perceptively and imaginatively by exploring a variety of literary texts in English and/or English translation in multiple genres such as nonfiction, poetry, drama, fiction, and/or film. Attention to understanding and appreciating creative uses of verbal resources and artful representations of human experience. Offered on specific topics listed in the Schedule of Classes. May be repeated for credit under different topics. (Fall and Spring)

ENGLISH 2015. Introduction to Writing Studies — 3 hrs.

Examines writing and research as social and learning technology. Students will devise their own research problem, find and evaluate credible sources, write and revise academic and professional research. (Variable)

ENGLISH 2120. Critical Writing About Literature — 3 hrs.

Study of techniques of various literary forms including poetry, drama, and fiction. Attention to processes and purposes of critical and scholarly writing and to documentation. Introductory course for English Department majors and minors. (Fall and Spring)

ENGLISH 2320. Survey of English Literature from Beginnings to Early Modernity — 3 hrs.

Broad historical, cultural, theoretical, and formal consideration of artful expressions by English speaking peoples from the earliest documentary witnesses through early modernity. (Fall and Spring)

ENGLISH 2340. Survey of Post-1800 English and World Literature — 3 hrs.

Broad historical, cultural, theoretical, and formal consideration of creative literature in English from 1800 through the contemporary period. (Fall and Spring)

ENGLISH 2420. Survey of American Literature — 3 hrs.

Historical, cultural, theoretical, and/or formal study of literature from the geographical area that has become the United States. Genres may include drama, fiction, film, non-fiction, poetry, and other literary and cultural texts. (Fall and Spring)

ENGLISH 2520. Multicultural Literature — 3 hrs.

Selected texts from multicultural literatures of the United States (e.g., African American, Asian American, Hispanic American, Jewish American, Native American); may also include texts from postcolonial literatures. (Fall and Spring)

ENGLISH 2650. Introduction to Film — 3 hrs.

Examination at introductory level of four film genres: narrative, documentary, animated, and experimental; preparation for further work, either individually or academically. (Variable)

ENGLISH 2700. Elements of Creative Writing — 3 hrs.

Attention to basic elements in the writing of poetry, fiction, and creative nonfiction, including the imaginative uses of perspective and voice, narration and setting, story and plot, memory and reflection, dialogue and characterization, image and metaphor, and diction and sound. (Fall and Spring)

ENGLISH 2770. Introduction to Workplace Writing — 3 hrs.

Emphasis on writing in workplace settings: workplace communication responsibilities affecting a variety of audiences, theoretical perspectives, and lab experiences with industry-standard technologies, writing practices specific to disciplines, attention to the history of the professional communication discipline. (Fall and Spring)

ENGLISH 3110. Environmental Literature — 3 hrs.

A survey of major works about the environment and nature with attention to their social, historical, and scientific impacts, their techniques of writing, and their enduring legacies as both literary achievements and scientific knowledge. (Variable)

ENGLISH 3130. Writing & Healing — 3 hrs.

This class uses personal narrative as a method for critical exploration of trauma and healing. Students do not need to have experienced a traumatic event to benefit from this course, rather the course engages with the study of trauma, traumatology. A range of topics related to writing and healing will be discussed: witnessing, medical narratives, radical listening and the use of critical response process to offer feedback on one another's writing. (Variable)

ENGLISH 3144. Genocide in Writing and Film — 3 hrs.

Exploration of the complex interaction among occurrences of genocide, memory of them (individual, collective, and cultural), and print and cinematic representations of these historical events. Emphasis on how writing and film have shaped audience awareness and understanding of different genocides as well as individual, collective, and cultural responses to them. Prerequisite(s): junior standing. (Same as CAP 3144) (Variable)

ENGLISH 3148. The Holocaust in Literature and Film — 3 hrs.

Examination of responses to the Holocaust in literary texts and visual narratives. Includes issues of survivor testimony and representation, the possibilities and limitations of language and cinematic images, the role of memory, and questions of ethics and trauma. [Same as CAP 3148] (Variable)

ENGLISH 3162. Ireland: Literature, Culture, History — 3 hrs.

Applying various perspectives from the arts, humanities, and social sciences to selected topics and issues in Irish literature, culture, and history; includes visits to notable related sites in Ireland. Generally offered as a Summer Study Abroad course. [Same as CAP 3162] (Even Summers)

ENGLISH 3577. Blues and Jazz in African American Film and Literature — 3 hrs.

African American experiences in Spirituals, Blues, Gospel, Ragtime, Jazz, and Rap/Hip-Hop applied to study of narrative strategies, themes,

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and ideologies of resistance and survival in African American films and literature. [Same as CAP 3187] (Variable)

ENGLISH 3710/5710. Craft of Creative Nonfiction — 3 hrs.

Written exercises in forms, patterns, and techniques in creative nonfiction. Readings in creative nonfiction with particular attention to narrative structures and strategies. May be taken for 3 hours of undergraduate credit and 3 hours of graduate credit. Prerequisite(s): ENGLISH 2120 or ENGLISH 2700; junior standing. (Fall and Spring)

ENGLISH 3715/5715. Craft of Poetry — 3 hrs.

Development of creative and communication skills via written exercises in forms, patterns, and techniques of poetry. Readings in poetry, especially contemporary poetry, with particular attention to poetic structures and strategies. May be taken for 3 hours of undergraduate credit and 3 hours of graduate credit. Prerequisite(s): ENGLISH 2700 or consent of instructor; junior standing. (Fall)

ENGLISH 3725/5725. Craft of Fiction — 3 hrs.

Written exercises in forms, patterns, and techniques of fiction. Readings in fiction with particular attention to narrative structures and strategies. May be taken for 3 hours of undergraduate credit and 3 hours of graduate credit. Prerequisite(s): ENGLISH 2700 or consent of instructor; junior standing. (Fall and Spring)

ENGLISH 3770. Technical Writing in Applied Sciences — 3 hrs.

Focus on document composition and design to make technical information useful and to aid collaborative, technical decision-making. Includes topics such as rhetorical analysis, user-centered design, usability studies, technical documentation ethics, and/or technology-aided delivery for instruction and presentation. Prerequisite(s): ENGLISH 1005; junior standing. (Variable)

ENGLISH 3772/5772. Technical Writing for Engineering Technologists — 3 hrs.

Instruction and practice in writing definitions and descriptions of technical mechanisms and processes; using style and form appropriate for technical documents ranging from reports and proposals to manuals in the fields of engineering and technology. Attention to analyzing the purposes of specific technical communication projects and their intended audiences in order to design documents that are appropriate and effective within academia, government, business, and industry. Prerequisite(s): ENGLISH 1005; junior standing. (Variable)

ENGLISH 3920/5920. The Teaching of Writing — 3 hrs.

Theory, research, and practice in teaching the composing, revising, and editing of written discourse for various audiences and purposes; attention to development of writing and language abilities, course design, and implementation and evaluation strategies. Prerequisite(s): junior standing. (Fall and Spring)

ENGLISH 3940/5940. Literature for Young Adults — 3 hrs.

Reading and evaluation of literature suitable for adolescents. Prerequisite(s): junior standing. (Fall, Spring, Summer)

ENGLISH 4025/5025. Theory and Practice of Writing — 3 hrs.

Study of writing as an object of theoretical inquiry. Examination and application of diverse perspectives on writing in social organizations. Prerequisite(s): junior standing. (Variable)

ENGLISH 4040/5040. Digital Writing: Theory and Practice — 3 hrs.

Rhetorical analysis and reflective practice related to digitally mediated texts. Use of new media as tools for textual composing. Consideration of how digital communication shapes genres, critical approaches, and the processes and aims of writing. Prerequisite(s): junior standing. (Variable)

ENGLISH 4120/5120. Literature, Gender and Intersectionality — 3 hrs.

Representations of gender and gender orientation in literature; issues surrounding intersectionality of identity; queer studies and feminist criticism. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4140/5140. Literary Criticism — 3 hrs.

Important modern and traditional critical positions and their application to imaginative literature. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4160/5160. Issues in Digital Humanities — 3 hrs.

Explores the intersection of inquiry and creativity in the Humanities--including literature and writing--with the use of digital resources for analysis and presentation; attention to theoretical issues focused on the use of innovative digital tools in traditional Humanities fields; may include hands-on experience with relevant digital applications. Prerequisite(s): junior standing. (Variable)

ENGLISH 4188/5188. Author Seminar: _____ — 3 hrs.

Intensive study of one or more authors, canonical or non-canonical; may focus on lesser-read texts and genres. Topic listed in semester Schedule of Classes. May be repeated for credit on different topics. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4190/5190. Seminar in Literature: _____ — 3 hrs.

Topic listed in Schedule of Classes. May be repeated for credit on different topics. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4192. English Senior Seminar: (topic) — 3 hrs.

This course combines content-area instruction with synthesis of students' work in English and preparation for future endeavors. Seniors are encouraged, but not required, to take one of these classes prior to graduation. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Fall and Spring)

ENGLISH 4198. Independent Study. (Fall and Spring)

ENGLISH 4310/5310. Old English Language, Literature, and Culture — 3 hrs.

Introduction to the language and culture of Anglo-Saxon England (ca. 500-1100 CE) with reference to its most important document, the folk epic, Beowulf. Prerequisite(s): junior standing. (Variable)

ENGLISH 4315/5315. Early Modern Drama — 3 hrs.

Emphasis on contemporaries of Shakespeare such as Marlowe, Jonson, and Webster; includes selected premodern, Restoration, and 18th- and 19th-century dramas. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4320/5320. English Renaissance — 3 hrs.

Non-dramatic literature of the English Renaissance, 1485-1660. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4325/5325. 18th-Century British Literature — 3 hrs.

Major writers of satire, verse, and prose including Dryden, Swift, Pope, and Johnson. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4330/5330. British Romantic Writers — 3 hrs.

Focus on the poetry and prose of the Lake Poets (Wordsworth and Coleridge) members of the Joseph Johnson circle (Wollstonecraft,

Godwin, and Blake), and the Leigh Hunt circle (Byron, Keats, and the Shelleys). Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4335/5335. British Victorian Writers — 3 hrs.

Focus on the poetry and prose of major writers (e.g., Tennyson, Browning, Arnold, and Ruskin), as well as on members of "The Fleshly School of Poetry" (the Pre-Raphaelites and Swinburne) and the Aesthetes (Wilde and his circle). Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4340/5340. British Novel to 1900 — 3 hrs.

Major fiction writers such as Fielding, Sterne, Austen, Dickens, Thackeray, the Brontës, George Eliot, and Hardy. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4345/5345. British Novel Since 1900 — 3 hrs.

Includes novels by writers such as Joseph Conrad, James Joyce, Virginia Woolf, Doris Lessing, Kazuo Ishiguro, Martin Amis, Salman Rushdie and Zadie Smith; includes topics such as modernism, postmodernism and postcolonialism. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4370/5370. Chaucer — 3 hrs.

Poetry of Chaucer; may include other medieval writers. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4375/5375. Shakespeare — 3 hrs.

Advanced study of selected plays and poems in historical and biographical contexts as well as in terms of the history of Shakespeare studies. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4380/5380. Milton — 3 hrs.

Milton's major English poetry and prose. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4410/5410. Early American Literature — 3 hrs.

Diverse literary and cultural expressions of the American experience from early European contact through the 1820s. Genres include autobiography, religious writing, captivity narrative, poetry, and the novel. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4420/5420. The American Renaissance — 3 hrs.

U.S. writers of the mid-1800s such as Hawthorne, Melville, Emerson, Stowe, Douglass, and Thoreau; attention to literary engagements with controversial reforms including the anti-slavery, labor, and women's movements. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4425/5425. American Realism and Naturalism to WWI — 3 hrs.

Literary selections 1870 to World War I; emphasis on fiction. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4430/5430. American Poetry to 1914 — 3 hrs.

Examination of selected elite and popular traditions in American poetry from the colonial period to the stirrings of modernism. Includes extended discussion of Whitman and Dickinson in their literary, cultural, and theoretical contexts. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4445/5445. American Novel Since 1900 — 3 hrs.

Includes novels by writers such as Willa Cather, William Faulkner, Zora Neale Hurston, Kurt Vonnegut, Don DeLillo, Toni Morrison and Jennifer Egan; includes topics such as modernism and postmodernism.

Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4540/5540. African American Literature — 3 hrs.

Study of African American literature in a variety of forms and genres: Black Vernacular (spirituals, blues, jazz, and folktales), slave narratives, poetry, fiction, drama, film, and autobiography. Prerequisite(s): ENGLISH 2120 or ENGLISH 2520 or consent of instructor; junior standing. (Variable)

ENGLISH 4560/5560. Asian American Literature — 3 hrs.

Texts by North American writers of Asian descent, selected from fiction, drama, poetry, memoirs, oral history, and film. Attention to significant themes, literary innovations, and cultural sensitivity in reading and interpreting ethnic literature. Prerequisite(s): ENGLISH 2120 or ENGLISH 2520 or consent of instructor; junior standing. (Variable)

ENGLISH 4588/5588. World Literature Seminar: (Topic) — 3 hrs.

Study of literary works from across linguistic, cultural and historical boundaries. Attention to significant themes, literary innovations and culturally diverse perspectives. All readings and discussions in English. Specific topic listed in Schedule of Classes; may be repeated for credit on different topics. Prerequisite(s): ENGLISH 2120; junior standing. (Variable)

ENGLISH 4602/5602. Modern and Contemporary Poetry — 3 hrs.

Study of poets and poetry written in English in the twentieth-century and beyond. May focus on formal, thematic, critical and/or historical readings. Specific topic may be listed in semester Schedule of Classes. May be repeated for credit on different topics. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4615/5615. Modern Drama — 3 hrs.

Twentieth-century American, British, and European drama; may include drama from other cultures. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4632/5632. Literary Nonfiction — 3 hrs.

Study of artful texts about actual people, places, and events: selected from memoirs and autobiographies, biographies, histories, journalism, nature, travel, science, and essay writing. Attention to techniques used in creative nonfiction and to issues of accuracy, privacy, and "truth." Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4652/5652. Film and Literature — 3 hrs.

Attention to cinematic adaptations of various literary prose works; aesthetic, cultural, genre, and other factors that influence adapting print to film media. Prerequisite(s): ENGLISH 2120 or CM CORE 1001 or consent of instructor; junior standing. (Variable)

ENGLISH 4660/5660. Film History — 3 hrs.

Survey of artists, historical movements, and styles from silent and sound eras; focus on Classical Hollywood and its alternatives (Soviet, Italian Neorealism, French New Wave, and New German Cinema). Prerequisite(s): ENGLISH 2120 or ENGLISH 2650 or CM CORE 1001 or consent of instructor; junior standing. (Variable)

ENGLISH 4664/5664. Film Theory and Criticism — 3 hrs.

Survey of major approaches to cinema including both the early schools (Realist, Genre Studies, and Auteurist) and the post-structural explosion (Marxist, Psychoanalytic, and Contextual Studies). Prerequisite(s): ENGLISH 2120 or ENGLISH 2650 or CM CORE 1001 or consent of instructor; junior standing. (Variable)

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ENGLISH 4668/5668. Issues in International Film: (topic) — 3 hrs.

Intensive study of international cinematic traditions. Instruction in English. Films subtitled or dubbed in English. Topic listed in semester Schedule of Classes. May be repeated for credit on different topics. Prerequisite(s): ENGLISH 2120 or ENGLISH 2650 or CM CORE 1001 or consent of instructor; junior standing. (Variable)

ENGLISH 4672/5672. Electronic Literature — 3 hrs.

Examination and creation of new media literary texts. May include hypertext non-linear narratives, multi-media texts, and digital poetry. Prerequisite(s): CM CORE 1001 or ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4688/5688. Genre Seminar: _____ — 3 hrs.

Intensive study of a genre - for example, novella, long poem, memoir, short fiction, satire, science fiction, film noir. May include attention to the genre's history, representative texts, and/or related theory. May be repeated for credit on different topics. Prerequisite(s): ENGLISH 2120 or consent of instructor; junior standing. (Variable)

ENGLISH 4720/5720. Studies in Creative Writing: (topic) — 3 hrs.

Intensive study of specialized area or emerging field in Creative Writing. May include attention to issues such as literary publishing, screenwriting, video game narrative, digital poetry, flash fiction. May be repeated for credit on different topics. Prerequisite(s): ENGLISH 2700; junior standing.

ENGLISH 4730/5730. Creative Nonfiction Workshop — 3 hrs.

Advanced peer workshop focusing on refining techniques of writing creative nonfiction and on examples of its varied modes and purposes; attention to voice and narrative strategies. May be repeated for up to 9 hours of undergraduate credit and also up to 9 hours of graduate credit. Prerequisite(s): ENGLISH 3710/5710; junior standing. (Variable)

ENGLISH 4740/5740. Poetry Workshop — 3 hrs.

Advanced peer workshop focusing on refining techniques of poetry writing and on contemporary poetry. May be repeated for up to 9 hours of undergraduate credit and also up to 9 hours of graduate credit. Prerequisite(s): ENGLISH 3715/5715 or consent of instructor; junior standing. (Spring)

ENGLISH 4750/5750. Fiction Workshop — 3 hrs.

Advanced peer workshop focusing on refining techniques of fiction writing and on contemporary fiction. May be repeated for up to 9 hours of undergraduate credit and 9 hours of graduate credit. Prerequisite(s): ENGLISH 3725/5725 or consent of instructor; junior standing. (Variable)

ENGLISH 4755/5755. Creative Writing Practicum: North American Review — 3 hrs.

Students assist with the production of the North American Review, undertaking individual supervised reviewing, editing or design assignments outside the classroom environment. May be repeated for maximum of 6 hours. Prerequisite(s): junior standing. (Variable)

ENGLISH 4760/5760. Advanced Creative Writing Workshop — 3 hrs.

Multi-genre workshop emphasizing peer critique of student writing, with attention to craft, contemporary literature, and the writing life. May be repeated for maximum of 9 hours credit. Prerequisite(s): ENGLISH 4730/5730 or ENGLISH 4740/5740 or ENGLISH 4750/5750; junior standing; consent of department. (Variable)

ENGLISH 4765/5765. Applied Writing: Workplace Communication — 3 hrs.

Examining and designing reports (e.g., investigative, feasibility, progress) and other documents generated in workplace settings; practicing print and digital composing techniques specific to these documents; researching and managing professional document projects. Prerequisite(s) or corequisite(s): MGMT 2080 or ENGLISH 2770 or consent of instructor; junior standing. (Variable)

ENGLISH 4770/5770. Applied Writing: Proposals and Grants — 3 hrs.

Examining and designing persuasive documents in professional settings; analyzing and practicing print and digital composing techniques specific to these documents; includes writing for community organizations (e.g., for fund-raising and development). Prerequisite(s) or corequisite(s): MGMT 2080 or ENGLISH 2770 or consent of instructor; junior standing. (Variable)

ENGLISH 4775/5775. Applied Writing: Specialized Documents — 3 hrs.

Examination and design of descriptive, definitional, and instructional documents generated in workplace settings. Practice of print and digital composing techniques specific to these documents. Crafting and management of usability tests of professional texts. Prerequisite(s) or corequisite(s): MGMT 2080 or ENGLISH 2770 or consent of instructor; junior standing. (Variable)

ENGLISH 4780/5780. The Profession of Editing — 3 hrs.

Examination of editing strategies and responsibilities in scholarly and professional settings. Emphasis on understanding of editing resources, editor roles in document development, and the politics of grammar and style. Prerequisite(s): Prerequisite(s) or corequisite(s): ENGLISH 2770 or ENGLISH 2700 or consent of instructor; junior standing. (Variable)

ENGLISH 4785/5785. Applied Writing: Projects, Grants and Careers — 3 hrs.

Creating workplace communications with clients; practicing print and digital composing strategies specific to these documents; applying academic experience to workplace projects; particular attention to project management. Prerequisite(s) or corequisite(s): ENGLISH 2770 or consent of instructor; junior standing. (Variable)

ENGLISH 4790/5790. Professional Writing Practicum: _____ — 1-6 hrs.

Students undertake individual, supervised writing, editing, and document preparation assignments outside the classroom environment. Offered on specific topics or projects listed in the Schedule of Classes. May be repeated for maximum of 6 hours. Prerequisite(s): junior standing; consent of instructor. (Variable)

ENGLISH 4795/5795. Leadership in Literary Publishing — 3 hrs.

Students build upon the skills and experiences from the ENGLISH 4790/5790 Professional Writing Practicum, learning advanced techniques in the production of the North American Review, including digital and online publishing. Prerequisite(s): ENGLISH 4790/5790; permission of instructor; junior standing. (Fall and Spring)

ENGLISH 4980/5980. The Teaching of English — 3 hrs.

Preparation for teaching secondary English (5-12); teaching of literature and media, reading and writing, and speaking and listening; attention to curriculum design, language development and use, and evaluation. Prerequisite(s): EDPSYCH 3148; MEASRES 3150; junior standing. (Fall and Spring)

ENGLISH 4990/5990. Seminar in Teaching College Writing — 3 hrs.

Preparation to teach introductory college writing; focus on designing syllabi, planning classes, and creating writing assignments. Attention to theoretical issues that inform classroom practice. Prerequisite(s): senior standing; consent of instructor. (Variable)

ENGLISH 5186. Studies in Second Language Learning and Teaching — 3 hrs.

Studies in Second Language Learning and Teaching

ENGLISH 6100. Methods of Graduate Study in English — 3 hrs.

Introduction to problems, techniques, and tools of graduate-level study and research in English; to be completed before 9 hours earned in the M.A. program. Prerequisite(s): written consent of English Graduate Coordinator. (Fall)

ENGLISH 6110. Seminar in Criticism and Theory: (Topic) — 3 hrs.

Topics may include Feminist Theory, Post-colonialism, Intersectionality, Contemporary Criticism, and Film Theory. May be repeated on different topics. Prerequisite(s) or corequisite(s): ENGLISH 6100 or WGS 6289 or consent of instructor. (Variable)

ENGLISH 6150. Current Issues in Secondary English Language Arts: [topic] — 3 hrs.

Attention to topics of immediate significance or developing interest within the field of Secondary English Language Arts teaching; topics to be selected in consultation with cohort members; may be repeated for credit by taking different topics. Prerequisite(s): graduate standing; department approval. (Even Summers)

ENGLISH 6188. Seminar in Literature — 3 hrs.

Selected generic, thematic, or critical topic or specific writer. Topic listed in Schedule of Classes. May be repeated for credit. Prerequisite(s) or corequisite(s): ENGLISH 6100. (Variable)

ENGLISH 6299. Research.

Prerequisite(s): consent of department. Prerequisite(s) or corequisite(s): ENGLISH 6100. (Fall, Spring, Summer)

ENGLISH 6300. Seminar in English Literature: (Topic) — 3 hrs.

Topics may include the Medieval Period, the English Renaissance, 19th-century English Literature, and Modern English Literature. May be repeated on different topics. Prerequisite(s) or corequisite(s): ENGLISH 6100. (Variable)

ENGLISH 6400. Seminar in American Literature: (Topic) — 3 hrs.

Topics may include Early American Literature, American Romantic Literature, Issues in American Literature from 1865-1914, Multicultural Literature, and Modern American Literature. May be repeated on different topics. Prerequisite(s) or corequisite(s): ENGLISH 6100. (Variable)

ENGLISH 6510. Seminar in Writing: (Topic) — 3 hrs.

Topics may include Creative Writing, Professional Writing, Rhetoric, Composition Studies, and Publishing. May be repeated on different topics. Prerequisite(s) or corequisite(s): ENGLISH 6100. (Variable)

ENGLISH 6540. Contemporary Literature — 3 hrs.

Literature from 1945 to present; may include poetry, drama, and/or fiction. Specific topic may be listed in Schedule of Classes. May be repeated for credit on different topics. Prerequisite(s) or corequisite(s): ENGLISH 6100. (Variable)

ENGLISH 6720. Graduate Creative Writing Workshop — 3 hrs.

Multi-genre workshop emphasizing peer critique of student writing, with attention to craft, contemporary literature, and the writing life.

May be repeated for maximum of 9 hours credit. Prerequisite(s): ENGLISH 4715 or ENGLISH 4725 or written consent of instructor. Prerequisite(s) or corequisite(s): ENGLISH 6100. (Variable)

ENGLISH 6950. Teaching Major Authors: [Topic] — 3 hrs.

Advanced study of instructional resources, activities, and strategies for effective teaching of major authors in secondary English/Language Arts classrooms; topic may focus on one or more writers (e.g., William Shakespeare, Walt Whitman Emily Dickinson) or on several writers associated with a period, region, ethnic tradition, or genre (e.g., Modern American Poets). May be repeated. Prerequisite(s): graduate standing. (Variable)

ENGLISH 6980. Seminar in the Teaching of English — 3 hrs.

Prerequisite(s) or corequisite(s): ENGLISH 6100. (Variable)

ENGR: Engineering

Courses

ENGR 1000. Introduction to Engineering & Professional Practice — 3 hrs.

Students will gain knowledge and understanding of the technical engineering profession. Incorporating team dynamics and a semester based team project. Engineering professional ethics. professionalism (behavior)/integrity/professional duty to society, project-based learning, and engineering code of conduct. Decision making and solution investigations. Recommended to be taken in the first semester in the major, both new and transfer students. (Fall)

ENGR 2080. Statics — 2 hrs.

Evaluation of a force system and principles used in the construction of mechanical and architectural structures. Students will develop an understanding of the basic principles in static analysis of forces in various designs. Prerequisite(s): MATH 1420 or MATH 1150. Prerequisite(s) or corequisite(s): PHYSICS 1511 or PHYSICS 1701. (Fall and Spring)

ENGR 2089. Engineering Seminar: (Topic) — 1-3 hrs.

Comprehensive investigation in engineering that addresses a current topic. May be repeated twice on different topics. Prerequisite(s): ENGR 1000. (Variable)

ENGR 2180. Strength of Materials — 2 hrs.

Material characteristics and strength used in mechanical and civil structures. Students will develop a basic understanding of forces acting on structures and the impact on material characteristics and strength. Topics including: stress and Strain, Poisson's ratio, Properties of areas, Loads on beams, Buckling of columns, Principal Stresses. Prerequisite(s): ENGR 2080; MATH 1420 or MATH 1150. Prerequisite(s) or corequisite(s): PHYSICS 1511 or PHYSICS 1701. (Fall and Spring)

ENGR 4235/5235. Material Transformations & Modeling — 3 hrs.

Material transformation topics such as solidification science, micro- and macro- segregation principles, fluid flow of Newtonian and non-Newtonian liquids, and advanced solid state transformations are covered and directly correlated to material modeling techniques. Prerequisite(s): TECH 2072; TECH 3127; junior standing. (Variable)

ENGR 4500. Senior Design — 3 hrs.

Comprehensive project experience that bridges the gap between academic instruction and real world practice using creative problem solving, estimating, safety, quality, project management techniques, technical knowledge, and ethical professional responsibilities. Cross-disciplinary teams work with industrial partners on the research and development of a specific project. Recommended to be taken

Course Descriptions

last undergraduate semester at UNI as declared major in the Dept of Applied Engineering. Prerequisite(s): ENGLISH 3772/5772; PHIL 1560; senior standing. (Fall and Spring)

ENTR: Entrepreneurship

Courses

ENTR 1010. Overview of Entrepreneurship — 3 hrs.

The course will detail various paths of entrepreneurship available to UNI while introducing students to current entrepreneurial methodology including the entrepreneurial mindset, entrepreneurship, lean startup, design thinking, and Agile. (Fall and Spring)

ENTR 2010. Financials for the Entrepreneurial Enterprise — 3 hrs.

Focused on constructing projected financial statements for a start-up company using market research and industry analysis data given a lack of historical data. Lays foundation for skills and motivations necessary for entrepreneurial success. Prerequisite(s): sophomore standing. (Fall and Spring)

ENTR 3583/5583. Entrepreneurship — 3 hrs.

Students develop a startup business idea within a supportive team environment. Activities include opportunity assessment, new venture strategic planning, creation of a business plan, and presentation of the business pitch. Prerequisite(s): For Wilson College of Business majors: admittance to Wilson College of Business. For non-Wilson College of Business majors: ENTR 2010; junior standing. (Fall and Spring)

ENTR 3586/5586. Entrepreneurial Strategy — 3 hrs.

Students help an existing start-up business in the community scale to the next level. Using engagement and prototyping experiments, teams identify entrepreneurial, innovation or growth opportunities and present a strategic plan to the client and external judges. This is a service-learning designated course. Prerequisite(s): ENTR 3583/5583; junior standing. (Spring)

ENTR 6285. Individual Readings — 1-3 hrs.

May be repeated for a maximum of 4 hours. Prerequisite(s): consent of Department Head and MBA Director. (Fall, Spring, Summer)

ENV SCI: Environmental Science

Courses

ENV SCI 4195. Environmental Science/Health Internship — 1-10 hrs.

Supervised work experience in conjunction with academic project conducted under faculty guidance. May be repeated for maximum of 12 hours. Prerequisite(s): consent of department head. (Fall, Spring, Summer)

FAM SERV: Family Services

Courses

FAM SERV 1010. Human Identity and Relationships — 3 hrs.

Use of social science theory and research to understand psycho-socio-cultural influences in the development of identity and interpersonal relationships. Emphasizes application of current research and theory to facilitate positive individual growth and committed intimate relationships. (Fall, Spring, Summer)

FAM SERV 1020. Family Relationships — 3 hrs.

Understanding contemporary families as they exist in their cultural context. Exploration of how families change and adapt to normative and non-normative challenges. Application of family theory and current research in order to understand family dynamics. (Fall, Spring, Summer)

FAM SERV 1055. Lifespan Development — 3 hrs.

Examination of theory and research contributing to our understanding of how biological, psychological, and social influences shape interindividual differences and intraindividual change across the lifespan. (Fall and Spring)

FAM SERV 1057. Human Relationships and Sexuality — 3 hrs.

Human sexuality as an integration of biological, psychological, and social factors. Topics include developing healthy relationships, sexual orientation, love, sexuality education, sexual decision making, and challenges of sexual health and functioning. (Fall and Spring)

FAM SERV 1140. Exploring Family Diversity — 3 hrs.

Exploration of diverse family/kin networks. Explore similarities and differences with issues such as: family characteristics, life-cycle (e.g., marriage, children), adaptation, and impacts of systemic forces (e.g., oppression). (Variable)

FAM SERV 1210. The Creative Experience — 3 hrs.

In this lively, experiential course, students explore creative persons, products, and places that have had an impact upon the arts and culture. In collaborative teams, students use artistic media to tell the stories of creative persons, products, and places. (Fall and Spring)

FAM SERV 2030. Research Methods in Family Science — 3 hrs.

Introduction to basic research methods used in family science. Quantitative and qualitative research designs, ethical considerations, and evaluating research results. Development of hypotheses based on current research and choice of appropriate methodologies to address them. Prerequisite(s): completion of UNIFI written communication category. (Fall and Spring)

FAM SERV 2054. Dating and Couple Relationships — 3 hrs.

Analysis of interpersonal relationship dynamics and dyadic decision-making using various theoretical perspectives. Study of evidence-based relationship enhancement strategies. (Variable)

FAM SERV 2060. Strategies and Issues in Family Services — 3 hrs.

Survey of prevention and intervention models, methods and professional issues involved in family services. Prerequisite(s): FAM SERV 1020; minimum grade of C- in all prerequisite courses. (Fall and Spring)

FAM SERV 2077. Management of Family Resources — 3 hrs.

Exploration of the management of human and economic resources available to individuals and families through the lifespan from a family science perspective. Emphasis on financial, time, and work/family issues. (Variable)

FAM SERV 2403. The Science and Experience of Human Flourishing — 3 hrs.

Explores the theoretical foundations, methodological approaches, and interventions of Positive Psychology and Positive Developmental Science to study positive emotions, experiences, relationships, meaning, and achievement. Additional topics include happiness, well-being, joy, purpose, optimism, resilience, character strengths, values, flow, wisdom, mindfulness, spirituality, meditation, post-traumatic growth, positive families, positive education, and positive work. [Same as PSYCH 2403] (Variable)

FAM SERV 3111/5111. Families and End of Life Issues — 3 hrs.

Overview of individual, familial, social, and cultural aspects of death, dying and the bereavement process. Topics include final planning, palliative care, funeral rituals, and grief. Prerequisite(s): junior standing. [Same as GERO 3111/5111] (Variable)

FAM SERV 3145/5145. Violence in Intimate Relationships — 3 hrs.

Exploration of theoretical models of violence in intimate and family relationships and examination of the impact of violence on secondary victims. Empirical and programmatic implications for prevention and intervention models are reviewed. Prerequisite(s): junior standing. (Variable)

FAM SERV 3150/5150. Families, Aging, and Wellbeing — 3 hrs.

Identification of challenges and normative transitions associated with aging families. Application of developmental and family theories, including theories of aging. Topics will also focus on healthy aging and wellbeing in later life. Prerequisite(s): FAM SERV 1020; FAM SERV 1055 or PSYCH 2202; minimum grade of C- in all prerequisite courses; junior standing. (Fall and Spring)

FAM SERV 3155/5155. Parenting — 3 hrs.

Review of parent-child relationships and the dynamic processes of parenting children from conception through young adulthood. Emphasizes developmental and family theory and the diversity of contexts that impact parent-child relationships. Prerequisite(s): FAM SERV 1020; FAM SERV 1055 or PSYCH 2202; minimum grade of C- in all prerequisite courses; junior standing. (Fall and Spring)

FAM SERV 3160/5160. Prevention and Early Intervention Skills — 3 hrs.

Exploration and integration of theoretical and evidence-based practice models and skills utilized in family intervention. Professional skills, strategies, tools and ethical issues associated with family assessment and interventions will be examined. Prerequisite(s): junior standing. (Fall and Spring)

FAM SERV 3161/5161. Families, Alzheimer's, and Related Dementias — 3 hrs.

Exploration of issues pertaining to Alzheimer's Disease and related dementias. Examination of challenges associated with memory disorders. Strategies for supporting affected individuals and families. Cannot receive credit in both FAM SERV 3161/5161 and GERO 3161/5161. Prerequisite(s): junior standing. (Same as GERO 3161/5161) (Variable)

FAM SERV 3162/5162. Family Policy and Advocacy — 3 hrs.

Exploration of legal issues, policies, and laws influencing the well-being of families, and the roles family professionals can play in influencing and informing policy at the local, state, and federal levels. Prerequisite(s): FAM SERV 1020; minimum grade of C- in all prerequisite courses; junior standing. (Variable)

FAM SERV 3176/5176. Consumer Behavior Across the Lifespan — 3 hrs.

Analytical approach to the consumption of durables, goods, services, and housing by families across the lifespan. Impact of family on consumption and purchasing decisions. Prerequisite(s): junior standing. (Variable)

FAM SERV 3180/5180. Problems in Family Services — 1-4 hrs.

Individual topic areas of in-depth study. Prerequisite(s): junior standing; consent of instructor. (Variable)

FAM SERV 3182/5182. Research in Family Services — 1-6 hrs.

Conduct supervised research and/or scholarly project. Prerequisite(s): instructor approved research methods course or research project; junior standing; consent of instructor. (Variable)

FAM SERV 4157/5157. Human Sexuality Education — 3 hrs.

Examination of methods for teaching human sexuality in a variety of educational settings; emphasis placed on family life education programs. Students will use theoretical and empirical literature to evaluate programs and to develop sexuality curricula. Prerequisite(s): FAM SERV 1057; minimum grade of C- in all prerequisite courses; junior standing. (Variable)

FAM SERV 4178. Program Development and Implementation — 3 hrs.

An understanding of the principles and practices in planning, development, implementation, and evaluation of program and services focusing on healthy families. Prerequisite(s): FAM SERV 1020; FAM SERV 2060; 3 hours social science research methods; minimum grade of C- in all prerequisite courses; senior standing as a Family Services major or consent of instructor. (Variable)

FAM SERV 4184/5184. Topics in Family Services — 1-3 hrs.

Selected topics relating to current issues in Family Services. Topics to be announced in the Schedule of Classes. May be repeated on different topics for maximum of 6 hours. Prerequisite(s): junior standing. (Variable)

FAM SERV 4190. Professional Practice in Family Services — 3 hrs.

Professional development course including the following topics: family services as a profession; ethical decisions; diversity in the professional field; issues that emerge in family service agencies; and preparation for internship and entry into employment. Prerequisite(s): FAM SERV 2060; Family Services and Gerontology majors only; minimum grade of C- in all prerequisite courses; consent of instructor. (Fall and Spring)

FAM SERV 4195. Internship in Family Services — 6-9 hrs.

Supervised experience in approved practicum situation. Transfer students must complete one full semester in residence before being approved for internship. Stipulate a minimum of 270 hours of internship plus seminar. Prerequisite(s): FAM SERV 4190; minimum grade of C- in all prerequisite courses; minimum 2.40 GPA; senior standing. (Fall, Spring, Summer)

FAM SERV 4198. Independent Study in Family Services.

Independent Study in Family Services

FIN: Finance

Courses

FIN 1040. Financial Skills for Smart Living — 3 hrs.

This course will prepare students for their own personal financial well-being in life. The course will cover the main topics of personal finance at a broad level including setting goals, budgeting, saving, investing, insurance, credit, loans, making home and automobile purchases, retirement planning, and estate planning. (Fall and Spring)

FIN 3032. International Financial Management — 3 hrs.

This course examines the effects of currency value changes on the cash flows and decisions of the firm. The course centers around how multinational corporations identify, assess, and manage risks associated with doing business internationally. Prerequisite(s): ACCT 2120; C- or better in FIN 3130; STAT 1772 or equivalent;

Course Descriptions

ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing. (Variable)

FIN 3040. Introduction to Personal Wealth Management — 3 hrs.

The course provides students the necessary knowledge and skills to enter the financial services industry and meet the education eligibility requirements to become a Certified Financial Planner (CFP). The course will cover two main areas of the CFP Curriculum: 1) General Financial Planning Principles, Professional Conduct, and Regulation; and 2) Risk Management, Insurance, and Employee Benefits Planning. Prerequisite(s): ACCT 2120; C- or better in FIN 3130; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing. (Fall and Spring)

FIN 3050. Risk Management and Insurance — 3 hrs.

Fundamentals of risk and insurance as they apply to financial management. Prerequisite(s): junior standing. (Variable)

FIN 3080. Special Problems — 1-3 hrs.

Credit determined at registration. Prerequisite(s): junior standing; consent of department head. (Variable)

FIN 3110. Principles of Real Estate — 3 hrs.

Introduction to nature of real estate, its value, and related decision analysis. Includes appraisal, investment analysis, location theory, financing, legal characteristics, and development. Prerequisite(s): junior standing. (Fall and Spring)

FIN 3115. Real Estate Law and Brokerage — 3 hrs.

Study of the law affecting real estate and its value, financing, conveyance, contractual obligations, and brokerage, including agency relationships. Prerequisite(s): FIN 3110; junior standing. (Fall and Spring)

FIN 3120. Real Estate Appraisal and Investment — 3 hrs.

Introduction to valuation techniques of real estate. Includes coverage of market analysis, highest and best use analysis, investment analysis and the three approaches to value. Prerequisite(s): FIN 3110; junior standing. (Fall and Spring)

FIN 3125. Real Estate Finance — 3 hrs.

Introduction to concepts, techniques, and instruments integral to the financing of real estate. Includes a discussion of financial markets and institutions related to real estate financing as well as alternative real estate financing. Prerequisite(s): ACCT 2120; C- or better in FIN 3130; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing. (Fall and Spring)

FIN 3130. Corporate Finance — 3 hrs.

Introductory course in corporate finance relating to the role of the finance function within the corporate enterprise. Graduate students completing this course will be required to complete a graded, written case covering financial management and capital budgeting. Prerequisite(s): ACCT 2120; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing. (Fall, Spring, Summer)

FIN 3135. Intermediate Financial Management — 3 hrs.

Examination of the tools, concepts, and theories of financial management. Topics include working capital management, capital budgeting, financial theory, and financial modeling. Prerequisite(s): ACCT 2120; C- or better in FIN 3130; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing. (Fall and Spring)

FIN 3160. Principles of Investments — 3 hrs.

Investment decision making, analysis, and management. Includes descriptive analysis of various investment media, techniques of value

analysis, and basic topics in portfolio management. Prerequisite(s): ACCT 2120; C- or better in FIN 3130; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing. (Fall and Spring)

FIN 3170. Commercial Bank Management — 3 hrs.

Study of major decisions and policies involved in management of commercial banks in the context of asset/liability management. Prerequisite(s): ACCT 2120; C- or better in FIN 3130; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing. (Variable)

FIN 3179. Cooperative Education in Finance — 1-3 hrs.

Compensated work experience in conjunction with an academic project conducted under faculty guidance. Offered on credit/no credit basis only. Prerequisite(s): 3.00 cumulative UNI GPA; consent of department head. (Fall, Spring, Summer)

FIN 3210. Financial Modeling and Analytics — 3 hrs.

This course aims to develop the financial modeling and analytical skills used in the application of financial theories to practical problems in fundamental analysis, investment analysis, and portfolio management. Students are expected to learn and use statistical tools in data analysis and predictions. Prerequisite(s): ACCT 2120; C- or better in FIN 3130; FIN 3160; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing. (Variable)

FIN 4040. Principles of Personal Wealth Management — 3 hrs.

The course provides students the necessary knowledge and skills to enter the financial services industry and meet the education eligibility requirements to become a Certified Financial Planner (CFP). The course will cover two main areas of the CFP Curriculum: 1) Tax Planning, and 2) Estate Planning. Prerequisite(s): ACCT 2120; FIN 3040; C- or better in FIN 3130; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing. (Fall and Spring)

FIN 4065/5065. Fixed Income Analysis — 3 hrs.

Principles and tools used to value fixed income securities and manage the risk of bond portfolios. Prerequisite(s): ACCT 2120; C- or better in FIN 3130; FIN 3160; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing. (Spring)

FIN 4145. Advanced Financial Management — 3 hrs.

In-depth examination of the tools, concepts, and theories of financial management. Topics include working capital management, capital budgeting, financial theory, and various appropriate analytical tools. Prerequisite(s): ACCT 2120; ACCT 2130; C- or better in FIN 3130; FIN 3135; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing. (Fall and Spring)

FIN 4150/5150. Securities Analysis — 3 hrs.

Enables students to perform the tasks of a financial analyst in the investment environment. Focuses on equity analysis and portfolio management using different methods to value securities. Prerequisite(s): ACCT 2120; C- or better in FIN 3130; FIN 3160; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing. (Spring)

FIN 4155/5155. Options and Futures — 3 hrs.

Expands upon a basic understanding of financial derivatives learned in the Principles of Investments course to include pricing models and risk management techniques. It explores the workings of the derivative markets for options and futures as well as theoretical pricing aspects and models for those markets. Prerequisite(s): ACCT 2120; C- or

better in FIN 3130; FIN 3160; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing. (Fall)

FIN 4190. Advanced Real Estate Cases — 3 hrs.

Students will apply the tools and concepts used in the analysis of real estate assets. Students as teams will analyze actual properties for their development or redevelopment potential and create a plan consistent with their analysis that will be presented to the owner/manager of the property. Prerequisite(s): ACCT 2120; ACCT 2130; FIN 3110; FIN 3115; FIN 3120; FIN 3125; C- or better in FIN 3130; FIN 3135; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing. (Spring)

FIN 4270. Applications of Personal Wealth Management — 3 hrs.

The course provides students the necessary knowledge and skills to enter the financial services industry and meet the education eligibility requirements to become a Certified Financial Planner (CFP). The course will cover two main areas of the CFP Curriculum: 1) Retirement Planning, and 2) Case Studies and Applications. Prerequisite(s): ACCT 2120; FIN 3040; C- or better in FIN 3130; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421; junior standing. (Fall and Spring)

FIN 4410. CFA Review — 3 hrs.

This course focuses on topics needed to pass the CFA (Chartered Financial Analyst) Level I Exam. Primary areas include Ethics, Quantitative Methods, Economics, Corporate Finance, Equity Analysis and Fixed Income. Prerequisite(s): ACCT 2120; ACCT 2130; C- or better in FIN 3130; FIN 3160; STAT 1772 or equivalent; ECON 1041; ECON 1051; ECON 1011 or MATH 1421. (Spring)

FIN 6266. Financial Management and Markets — 3 hrs.

In-depth examination of tools, concepts, theories, and analysis of managerial finance integrated with case applications. Students expected to apply concepts from managerial finance in analyzing, presenting, and discussing cases at an advanced level. Prerequisite(s): FIN 3130 or equivalent; consent of MBA Director. (Variable)

FIN 6285. Individual Readings — 1-3 hrs.

Directed readings and reports. Prerequisite(s): consent of MBA Director. (Variable)

FIN 6297. Practicum — 2 hrs.

Prerequisite(s): consent of MBA Director. (Variable)

FIN 6299. Research — 1-6 hrs.

Prerequisite(s): consent of MBA Director. (Variable)

FREN: French

Courses

FREN 1001. Introduction to French Language and Culture I — 3 hrs.

Development of listening comprehension, speaking, reading and writing, and cultural literacy. (Fall and Spring)

FREN 1002. Introduction to French Language and Culture II — 3 hrs.

Continuation of FREN 1001. This course (with FREN 1001) satisfy the university foreign language exit requirement. Prerequisite(s): FREN 1001 or equivalents. (Fall and Spring)

FREN 1011. French Communication Practice I — 2 hrs.

Practice (both live and computer-mediated) to reinforce and broaden the development of language and culture. Prerequisite(s) or corequisite(s): FREN 1001 or equivalent. (Fall and Spring)

FREN 1012. French Communication Practice II — 2 hrs.

Oral practice (both live and computer-mediated) to reinforce and broaden the development of language and culture. Prerequisite(s): FREN 1001 or equivalent. (Fall and Spring)

FREN 2001. Intermediate French Language and Culture — 3 hrs.

Thorough review of patterns of French; development of vocabulary and emphasis on listening comprehension, speaking, reading and writing, and cultural literacy. Prerequisite(s): FREN 1002 or equivalent. (Variable)

FREN 2002. Composition — 3 hrs.

Continuation of FREN 2001, leading to free composition. Prerequisite(s): FREN 2001 or equivalent. (Variable)

FREN 2011. Topics in French Conversation: ____ — 3 hrs.

Oral practice (both live and computer-mediated) at the intermediate level to reinforce and broaden the development of language and culture. May be repeated once on different topic. Prerequisite(s) or corequisite(s): FREN 1002 or equivalents. (Variable)

FREN 2012. Advanced Topics in French Conversation: ____ — 3 hrs.

Oral practice (both live and computer-mediated) at the advanced low level with a wide range of subjects, vocabulary, and structures. May be repeated once on different topic. Prerequisite(s): FREN 2001 or equivalent. (Variable)

FREN 2015. French Phonetics — 3 hrs.

Introduction to the sound system of the French language with application to oral speech and conversation. Prerequisite(s): FREN 1001. (Variable)

FREN 2020. Francophone Cross-Cultural Bridges — 3 hrs.

A variety of learning experiences, including cultural readings, lectures, presentations, class discussions, and tours of iconic cultural and historical sites will allow students to examine culture's role in an individual identity and reality formation. Students will explore France through many lenses with the objective of reaching a greater understanding of its cultural, historic, and linguistic diversity, culminating in a cultural comparison between France and the U.S. (Summer)

FREN 3001/5001. Advanced Composition — 3 hrs.

Analysis of major morphological and syntactical structures of the French language, with contrasting grammatical and linguistic approaches to problems of correct usage. Emphasis on successful application of principles. May be repeated once with consent of instructor. Prerequisite(s): FREN 2002; junior standing. (Variable)

FREN 3002. French to English Translation — 3 hrs.

Introduction to translation techniques involved in translation of French into English. Topics selected from varied magazines dealing with business, culture, and general information. Prerequisite(s): FREN 2002 or consent of instructor. (Variable)

FREN 3003/5003. Advanced Conversation — 3 hrs.

Development and improvement of oral fluency through free and guided conversation. May be repeated once with consent of instructor. Prerequisite(s): FREN 2002; FREN 2012; or consent of instructor; junior standing. (Variable)

FREN 3004. Introduction to Literature in French — 3 hrs.

Selected major works of representative French authors. Application of language skills to literary analysis and introduction to critical theories. Prerequisite(s): required French language proficiency or equivalent. (Variable)

Course Descriptions

FREN 3008. Introduction to French Linguistics — 3 hrs.

An introduction to the main concepts and methods of analysis of linguistics, focusing on French. The main part of the course introduces concepts of sound (phonetics and phonology), word formation (morphology), and sentence structure (syntax). The course also includes an introduction to historical linguistics and a section on the practical application of the study of French linguistics. Prerequisite(s): FREN 3001/5001. (Variable)

FREN 3011/5011. Business French — 3 hrs.

Introduction to current business concepts and practices in French-speaking countries. Reading and interpreting business information, and reading and writing basic business correspondence. Prerequisite(s): FREN 3001/5001 or equivalent; junior standing. (Variable)

FREN 3085/5085. Introduction to Translation — 3 hrs.

Introduction to journalistic and technical translation using varied textual materials (public media, scholarly, and professional texts), from English to French and French to English. May be repeated once. Prerequisite(s): FREN 3001/5001 or equivalent; junior standing. (Variable)

FREN 4005/5005. Stylistics — 3 hrs.

Introduction to stylistic analysis. Development of style in composition through study of excerpts from contemporary French works and literary translation into French. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): FREN 3001/5001 or equivalent. (Variable)

FREN 4014/5014. The World of French Business — 3 hrs.

Study of various aspects of French culture relevant to the business world. Prerequisite(s): FREN 3001/5001 or equivalent; junior standing. (Variable)

FREN 4021/5021. Special Topics in Language and Culture — 3 hrs.

Special topics and aspects of the discipline. May be repeated on different topic. Prerequisite(s): FREN 3001/5001; FREN 3004; or equivalents; junior standing. (Variable)

FREN 4022/5022. Special Topics in French Literature — 3 hrs.

Special topics and aspects of the discipline. May be repeated on different topic. Prerequisite(s): FREN 3001/5001; FREN 3004; or equivalents; junior standing. (Variable)

FREN 4024/5024. French Civilization — 3 hrs.

Aspects of French history and culture up to the 19th Century. Prerequisite(s): FREN 3001/5001 or equivalent; junior standing. (Variable)

FREN 4025/5025. Contemporary France — 3 hrs.

Survey of recent developments in France: its people, customs and way of life, institutions, geography, economy, and art. May be repeated once through study abroad. Prerequisite(s): FREN 3001/5001 or equivalent; junior standing. (Variable)

FREN 4028/5028. Special Topics in Francophone Literature — 3 hrs.

Special topics and aspects of the discipline. May be repeated on different topic. Prerequisite(s): FREN 3001/5001; FREN 3004; or equivalents; junior standing. (Variable)

FREN 4030. Francophone Cultures — 3 hrs.

Cultures of the greater Francophone world in Africa, the Americas, Europe, and Oceania as shaped by geography and history, and as revealed in their arts, sports, customs, traditions, and economic, social, and political institutions. Prerequisite(s): FREN 3001/5001. (Variable)

FREN 4044/5044. Special Topics in French Cinema — 3 hrs.

Study of French films. Various topics in the areas of history, culture, cinematic genres, directors and screen adaptations of literary works. Prerequisite(s): FREN 3001/5001 or equivalent; junior standing. (Variable)

FREN 4081/5081. Advanced Business French — 3 hrs.

Study of current business concepts and practices in French-speaking countries through systematic analysis of business-related topics based on authentic reading materials and business communications. Prerequisite(s): FREN 3011/5011 or consent of instructor; junior standing. (Variable)

FREN 4091. Practicum in Teaching French — 1-3 hrs.

Participants acquire knowledge of foreign language methodologies through practical applications, including lesson planning, class observations, materials development, and technology integration. Required for students in second language acquisition and foreign-language teacher education programs. Prerequisite(s): FREN 3001/5001. (Variable)

FREN 5186. Studies in French Methodology — 1 hr.

Studies in French Methodology

FREN 6001. Advanced Composition and Stylistics — 3 hrs.

Study of stylistic devices; examination of principal morphological, syntactical, and semantic problems. (Variable)

FREN 6003. Structure of French — 3 hrs.

Phonology, morphology, and syntax of current French, stressing areas of French structure which cause problems for native speakers of English. (Variable)

FREN 6025. Translation Strategies — 3 hrs.

Study of translation theories and practical applications of translation techniques (including newer technologies) with a variety of texts drawn from daily life, literary, commercial, legal, and other professional sources. (Variable)

FREN 6070. French Literature in Review I — 3 hrs.

Chronological review of major periods; works and writers of French literature from the Middle Ages through the Age of Enlightenment. Focus on development of each literary genre. Primarily for students planning to take M.A. comprehensives in French. Prerequisite(s): graduate standing or consent of instructor. (Variable)

FREN 6071. French Literature in Review II — 3 hrs.

Chronological review of major periods; works and writers of French literature from 19th century to present. Focus on development of each literary genre. Prerequisite(s): graduate standing or consent of instructor. (Variable)

GEOG: Geography

Courses

GEOG 1110. Global Geography — 3 hrs.

Global geography is the study of people, places and the connections between them. How people give meaning and character to different places, and how the growing level of interdependence between those places shape and reshape the cultural, political, economic, and environmental nature of individual societies and global society as a whole. (Fall, Spring, Summer)

GEOG 1120. Peoples, Cultures, and Environments — 3 hrs.

Spatial perspectives on the dynamics of socio-cultural and human-environmental interactions, including processes, patterns, and systems examined from local to global scales of analysis. Through

these perspectives, the course examines global human diversity and commonality via topics that include globalization, culture, population, sustainability and economies, while incorporating theories, findings, and works that illuminate the human condition. (Fall, Spring, Summer)

GEOG 1210. Planet Earth — 3 hrs.

We live in a swiftly changing world characterized by rapidly changing climates, shifting landscapes, growing human populations with degrading soil and water resources. Now, more than ever, it is essential to understand how Earth systems work, how they affect our livelihoods, and how we are altering them. The course has three objectives: 1) to provide a basic understanding of the most important processes shaping the Earth's physical systems; 2) to convince you of the dynamic nature of these systems, in part because of human activity; and 3) to help you understand the environmental systems of particular places so that you might use this background to explore these further and see how they change over time. Many students take this course to fulfill a LAC requirement. Others use it as a gateway to majors and careers in Geography, Natural Resources Management, and Environmental Science. (Fall, Spring, Summer)

GEOG 1211. Planet Earth Laboratory — 1 hr.

We live in a swiftly changing world characterized by rapidly changing climates, shifting landscapes, growing human populations with degrading soil and water resources. Now, more than ever, it is essential to understand how Earth systems work, how they affect our livelihoods, and how we are altering them. This laboratory course compliments and enhances students understanding of the content and scientific reasoning skills presented in GEOG 1210 thorough a series of applied laboratory activities. Prerequisite(s) or corequisite(s): GEOG 1210. (Fall and Spring)

GEOG 1310. Digital Earth — 3 hrs.

Survey of maps and map communication principles with a focus on digital maps and dynamic mapping applications. Emphasis on reading, analysis, and interpretation of information on maps. (Odd Falls)

GEOG 2120. North American Cities — 3 hrs.

Principles of urban geography, including urban growth and change, structure and dynamics, and analysis and planning in North American cities. (Fall)

GEOG 2210. Modern Climate Change: Evidence and Predictions — 3 hrs.

Brief overview of the climate system. Examination of the evidence for recent global and regional climate changes. Analysis of the importance of greenhouse gases, solar changes, aerosols, and cloud changes as contributors to climate changes. (Even Falls)

GEOG 2240. Natural Hazards and Disasters — 3 hrs.

Examination of causes, physical processes, and geographic distribution of natural hazards. Discussion of prediction methods and social impact of such disasters. (Odd Springs)

GEOG 2250. Nature-Society Relations — 3 hrs.

There is no relationship more fundamental to society than the one we have with our natural environment. This introductory course will explore human society's connection to food systems, climate change, urbanization and extinctions, while connecting local-scale phenomena with regional-, national-, and global-scale processes. (Variable)

GEOG 2260. Environmental Resource Management — 3 hrs.

This course provides an overview of issues and training in the accepted approaches to contemporary environmental management and sustainability, both in general and in the context of the state of Iowa. The objective of this course is to provide the theoretical background for critical analysis of resource management issues and applied

problems in both for-profit and non-profit contexts, including but not limited to, government agencies, public park areas, public and private conservancies, and corporate environmental management contexts. Prerequisite(s): GEOG 1210 or EARTHSCI 1300; BIOL 2051; or consent of instructor. (Fall)

GEOG 2300. World Prehistory and the Rise of Civilizations — 3 hrs.

Archaeology of human evolution from the appearance of Homo sapiens to earth's earliest societies with an emphasis on cultural development of complex civilizations in the Middle East, Americas, Europe, Asia, and Africa. [Same as ANTH 2300] (Fall and Spring)

GEOG 2320. Drones for Mapping and Communication — 3 hrs.

This course will provide an overview of aspects related to unmanned aerial systems (UAS) operations for both environmental mapping and communication purposes. Topics will include: Basic aviation knowledge, current UAS regulations, flight control systems, UAS platforms/sensors, basic aerial mapping techniques, and aerial photography/videography for communications. Students will engage in classroom and field exercises and will gain hands-on experience with data collection using a variety of UAS. Field trips are required. (Fall)

GEOG 2350. Intro to Environmental Data Analysis — 3 hrs.

Scientific computing is becoming a core component of many earth and environmental sciences. This course focuses on the application scientific computing principles to analyze and visualize environmental data. Analysis tasks will range from basic data processing to full statistical analysis. For this course we will be using Python, a widely used, open source, general-purpose, and high-level programming language. It is easy to read and easy to learn. Python is increasingly being used for data analysis in scientific research for everything from basic statistics to complex computer models. No prior programming skills/experience are needed. (Odd Springs)

GEOG 2410. Geographic Information Systems I — 3 hrs.

Fundamental concepts and operations of Geographic Information Systems with applications. Lectures are supplemented by computer-based projects. Lecture, 2 periods; lab 2 periods. (Fall and Spring)

GEOG 3110. Economic Geography — 3 hrs.

Analysis of changing spatial structure of the economy and inter-relationships between geography and economics within a global perspective. (Odd Springs)

GEOG 3179. Cooperative Education in Geography — 1-3 hrs.

Practical experience in business, industry, or a government agency. May be repeated for maximum of 3 hours. Offered on credit/no credit basis only. Prerequisite(s): 15 hours of geography at UNI; cumulative GPA of 2.50; junior standing; consent of department. (Fall, Spring, Summer)

GEOG 3186. Studies in (Variable Topics).

Studies in (Variable Topics) (Variable)

GEOG 3220. Environmental Geography: Variable Topic — 3 hrs.

Study of geographic dimension of human-environmental interaction. Historical perspectives on Earth's environmental problems, the place of humankind in ecological systems, and issues of sustainable development. May be repeated on different topics. Prerequisite(s): GEOG 1120 or GEOG 1210 or GEOG 2210 or GEOG 1110 or consent of instructor. (Variable)

GEOG 3580. Readings in Geography — 1-3 hrs.

Maximum of 3 hours can be applied toward Geography major. Prerequisite(s): consent of department head. (Fall, Spring, Summer)

Course Descriptions

GEOG 3598. Research Experience in Geography — 1-3 hrs.

Conducting of supervised research or scholarly project. May be repeated for maximum of 6 hours. Prerequisite(s): 15 hours of geography; consent of instructor. (Fall, Spring, Summer)

GEOG 3778/5778. Spatial Data Analysis — 3 hrs.

Analysis and interpretation of spatial point processes, area, geostatistical and spatial interaction data. Applications to geographic data in real estate, biology, environmental and agricultural sciences using S-Plus software. Prerequisite(s): STAT 1774 or STAT 1772 or SOC SCI 2020; junior standing. (Same as STAT 3778/5778) (Odd Springs)

GEOG 4110/5110. Cultural Geography — 3 hrs.

Examination of the nature and dynamics of culture relative to issues and landscapes that arise out of the interactions between people and their physical and human environments. Special emphasis on socio-economic development and the process of globalization. Prerequisite(s): junior standing. (Odd Springs)

GEOG 4115/5115. Climate Change and Social Justice — 3 hrs.

This is a participatory action research focused class where students engage in research on climate change social justice issues in and around Iowa. Prerequisite(s): junior standing. (Odd Falls)

GEOG 4120/5120. Demography and Population Geography — 3 hrs.

Geographic perspectives on demography and migration in a changing world. Patterns, processes, and models of population structure, change, distribution, and movement. Relationships with complex spatial mosaic of socioeconomic and environmental systems. Elements of population analysis and geodemographics. Prerequisite(s): junior standing. (Even Springs)

GEOG 4150/5150. Regional Geography: (Variable Topic) — 3 hrs.

Study of geography of selected region including evolution and dynamics of its cultural, social, economic, political, and environmental dimensions. May be repeated on different regions. Prerequisite(s): junior standing. (Variable)

GEOG 4170/5170. Climate Action Planning — 3 hrs.

An introduction to the urban planning process, with a focus on climate action planning. The course includes a discussion of climate action best practices from cities around the world, as well as opportunities for actual community engagement in Iowa cities and towns to develop strategies for greenhouse gas reduction and other practices to enhance sustainability. Prerequisite(s): junior standing. (Even Springs)

GEOG 4220/5220. Soils and Landscapes — 3 hrs.

Study of soils as result of inter-relationships among climates, ecosystems, and landscapes of the world. Soil formation, distribution, properties, and classification, and applications of soil geography to other disciplines. Lecture, 2 periods; lab/field trips, 2 periods. Prerequisite(s): EARTHSCI 1300 or GEOG 1210; junior standing. (Odd Falls)

GEOG 4230/5230. Rivers — 3 hrs.

Runoff processes, stream discharge, sediment transport, drainage basins, properties of alluvium, channel changes, floodplains, terraces, human adjustments to floods, human impacts on rivers, and river water quality. Prerequisite(s): junior standing. (Even Springs)

GEOG 4240/5240. The Ice Age — 3 hrs.

Study of earth systems, long-term environmental change, and methods used to detect such change. Evidence of environmental changes resulting from glacial-interglacial conditions and how large scale changes in Earth climate systems affect environmental systems.

Prerequisite(s): GEOG 1210; GEOG 2210; EARTHSCI 1300 or consent of instructor; junior standing. (Even Falls)

GEOG 4250/5250. Laboratory Methods in Environmental Geography — 3 hrs.

Intended to make students proficient in the common laboratory techniques used for analyzing soil and sediments for environmental geography. Prerequisite(s): EARTHSCI 1300 or GEOG 1210; junior standing. (Even Springs)

GEOG 4270/5270. Science of Scenery — 3 hrs.

Exploring the core concepts of geomorphology and biogeography in the context of the landscapes of North American national parks and protected places. Prerequisite(s): GEOG 1210 or EARTHSCI 1300; junior standing. (Variable)

GEOG 4310/5310. GIS Applications: (Variable Topic) — 3 hrs.

GIS techniques to conduct spatial analysis of social and environmental topics. Focus on an individual research project and associated functional capabilities of GIS packages. Variable social/environmental focus. May be taken more than once for credit. Prerequisite(s): GEOG 2410; junior standing. (Spring)

GEOG 4320/5320. Geographic Information Systems II — 3 hrs.

Technical issues in GIS and ways of implementing GIS as a decision support system for solving problems of a spatial nature in selected fields. Lecture, 2 periods; lab, 2 periods. Prerequisite(s): GEOG 2410 or consent of instructor; junior standing. (Spring)

GEOG 4335/5335. Web Mapping and Data Visualization — 3 hrs.

An applied course examining state of the art web mapping and data visualization techniques emphasizing spatial and temporal data. Students will gain hands on experience utilizing a variety of cloud-based technologies and simple scripting techniques to build web mapping and data visualization applications. Prior programming experience is not required. Prerequisite(s): GEOG 1310 or GEOG 2410 or consent of instructor; junior standing. (Odd Falls)

GEOG 4350/5350. Global Positioning System Field Survey Methods — 3 hrs.

Utilization of global positioning system (GPS) to collect, process, and analyze geographic data. GPS theory and techniques including field survey experiences. Applications within an integrated geographic information system (GIS) framework. Prerequisite(s): junior standing. (Fall)

GEOG 4360/5360. Cartographic Design — 3 hrs.

Application of cartographic principles and techniques in compiling thematic maps. Emphasis on cartographic production including the use of map projections, data characterization and symbolization, graphing, color use, typographic and design elements, and thematic mapping techniques. Prerequisite(s): junior standing. (Even Falls)

GEOG 4370/5370. Remote Sensing of the Environment — 3 hrs.

Examination of physical basis of Remote Sensing and various sensing systems available for monitoring, mapping, measuring, and identifying phenomena on the earth's surface. Emphasis on non-photographic systems operating within the electromagnetic continuum. Various modes of multispectral scanning. Lecture, 2 periods; lab, 2 periods. Prerequisite(s): junior standing. (Odd Falls)

GEOG 4380/5380. From Drones to Satellites: Next-Generation Mapping Using Imagery — 3 hrs.

This course introduces students to theory and methods of collecting remotely sensed images using drones, airplanes, and satellites, including flight planning, sensor selection, and photogrammetry.

Prerequisite(s): GEOG 2320; GEOG 4370/5370; junior standing; or permission from the instructor. (Variable)

GEOG 4385/5385. Advanced Unmanned Aerial Systems Mapping — 3 hrs.

This class will provide an in-depth training on the uses of unmanned aerial systems (UAS) for environmental mapping. Topics will include: photogrammetry, advanced remote sensing, geospatial data accuracy, aerial photography survey design, and geospatial data processing/post-processing. Students will engage in classroom and field exercises and will gain hands-on experience with data collection using a variety of UAS. Field trips are required. Prerequisite(s): GEOG 4370/5370 or consent of instructor; junior standing. (Spring)

GEOG 4390/5390. GIS Programming — 3 hrs.

An applied course in Python programming for ArcGIS automation and customization. Students will gain hands-on experience with ArcGIS Geoprocessing framework, basic programming concepts, Python fundamentals, and writing Python scripts for geoprocessing and map automation. Prior programming experience is not required. Prerequisite(s): GEOG 2410 or consent of instructor; junior standing. (Even Falls)

GEOG 4530. Geography for Social Science Education — 3 hrs.

This course is intended for secondary social science teaching majors to focus on geography. It will cover the geographic approach, foundational knowledge in geography (human, physical, and geospatial), the use of online GIS, and the application of this material in the K-12 education setting. Prerequisite(s): GEOG 1110 or GEOG 1120; GEOG 1210. (Spring)

GEOG 4550. Senior Seminar in Geography — 3 hrs.

Examination of specific topics through application of geographic principles and analysis. Discussion of readings during first half semester and student presentations during second half semester. Research paper required. Prerequisite(s): 21 hours of geography. (Odd Falls)

GEOG 4560. Professional Seminar — 1 hr.

Issues and opportunities involved in transition from undergraduate to professional life. Design and completion of essential documents including resume, professional portfolio, graduate program applications, and standardized examinations. Prerequisite(s): junior standing. (Even Springs)

GEOG 4570/5570. Sustainability and Geographic Leadership — 3 hrs.

Sustainability and Geographic Leadership empowers students to become professional geographers and community leaders, applying the geographic perspective to enhance career readiness and improve long-term human-environment interactions in places and regions. Prerequisite(s): junior standing. (Spring)

GEOG 6000. Graduate Colloquium — 1 hr.

Weekly presentations by a faculty member, visitor, or student. May be repeated for maximum of 2 hours. (Fall and Spring)

GEOG 6010. Geographic Research Methods — 3 hrs.

The purpose of this course is to develop an appreciation for the process of research as practiced by contemporary professional geographers. Topics covered include formulating research problems, reviewing and critiquing published literature, developing and executing a research design, institutional review boards, funding programs, proposal writing and application, and completing a research project. (Fall)

GEOG 6285. Readings in Geography — 1-3 hrs.

May be repeated. Prerequisite(s): consent of department head. (Fall, Spring, Summer)

GEOG 6286. Studies In: (Variable Topics).

Studies In: (Variable Topics) (Variable)

GEOG 6299. Research.

Prerequisite(s): consent of department. (Fall, Spring, Summer)

GEOG 6550. Seminar — 3 hrs.

Topics listed in Schedule of Classes. May be repeated on different topics. (Fall)

GEOG 6598. Directed Research Project — 3 hrs.

Research leading to research paper for students in the non-thesis option. Prerequisite(s): GEOG 6010. (Fall, Spring, Summer)

GER: German

Courses

GER 1001. German Language and Culture I — 3 hrs.

For beginners. Introduction to language and cultures of the German-speaking peoples. Not recommended for students who have had two or more years of German in high school or equivalent. (Fall and Spring)

GER 1002. German Language and Culture II — 3 hrs.

Continuation of GER 1001. Not recommended for students who have had three or more years of German in high school or equivalent. Prerequisite(s): GER 1001 or equivalent. (Fall and Spring)

GER 1011. German Communication Practice I — 2 hrs.

Practice of basic language skills through guided exercises, including use of lab components. Not recommended for students who have had two or more years of German in high school or equivalent. Corequisite(s): GER 1001. (Fall and Spring)

GER 1012. German Communication Practice II — 2 hrs.

Continuation of GER 1001 and GER 1011. Not recommended for students who have had three or more years of German in high school or equivalent. Prerequisite(s): GER 1001; GER 1011; or equivalents. Corequisite(s): GER 1002. (Fall and Spring)

GER 1120. Introduction to German Literature in Translation — 3 hrs.

Understanding and appreciating basic terms of German language literatures in English translation through close reading of literary texts. (Variable)

GER 2001. German Language and Culture III — 3 hrs.

Intermediate language course. Continued development of language skills. Review of essential German grammar. Discussion of cultural issues related to German-speaking countries. Prerequisite(s): GER 1002; GER 1012; or equivalents. (Variable)

GER 2002. German Language and Culture IV — 3 hrs.

Continuation of GER 2001 and GER 2011. Intermediate language course. Continued development of language skills. Review and expansion of vocabulary and grammatical structures. Discussion of cultural issues related to German-speaking countries. Prerequisite(s): GER 2001; GER 2011; or equivalents. (Variable)

GER 2011. German Communication Practice III — 2 hrs.

Practice of language skills at intermediate level, including use of lab components. Prerequisite(s): GER 1002; GER 1012; or equivalents. (Variable)

Course Descriptions

GER 2012. German Communication Practice IV — 2 hrs.

Continuation of GER 2001 and GER 2011. Practice of language skills at intermediate level, including use of lab components. Prerequisite(s): GER 2001; GER 2011; or equivalents. (Variable)

GER 3001/5001. German Writing Practice — 3 hrs.

Development of writing skills and grammar review. Prerequisite(s): GER 2002; GER 2012; junior standing. (Variable)

GER 3003/5003. German Conversation — 3 hrs.

Development of oral fluency through systematically-guided conversations on civilization topics and free conversation on topics of current interest. Structural, morphological, and phonetic exercises designed to meet needs of individual participant. Prerequisite(s): GER 2002; GER 2012; or equivalents; junior standing. (Variable)

GER 3004/5004. Introduction to German Literature — 3 hrs.

Selected major works of representative German authors. Application of language skills to literary analysis and introduction to critical theories. Prerequisite(s): GER 2002; GER 2012; or equivalents; junior standing. (Variable)

GER 3034. German Literature and Cinema — 3 hrs.

Study of cinematic adaptations of various literary works, and an introduction to major achievements in German cinematic history. Prerequisite(s): GER 3001/5001 or GER 3003/5003 or equivalents. (Variable)

GER 3036. Current Events in the German-Language Media — 3 hrs.

Discussion and critical analysis of political, social, economic, and cultural developments and trends in contemporary German-speaking countries as reflected in a variety of media. Development of German language skills through listening, reading, speaking, and writing. Prerequisite(s): GER 3001/5001 or GER 3003/5003. (Variable)

GER 3334. Intercultural Perspectives — 3 hrs.

An interdisciplinary approach for understanding intercultural perspectives and developing effective intercultural skills for meeting the challenges of today's interconnectedness of societies and cultures both locally and globally. (Same as CAP 3165 and TESOL 3565) (Variable)

GER 4021/5021. Special Topics in Language and Culture — 3 hrs.

Special topics and aspects of the discipline. May be repeated on different topic. Prerequisite(s): GER 3001/5001; GER 3004/5004; or equivalents; junior standing. (Variable)

GER 4030. Folklore and Myths in German Literature — 3 hrs.

Literary study of forms and functions of folklore and myths in German language literature. Forms, functions, and influences on culture over time. Prerequisite(s): GER 3001/5001 or GER 3003/5003. (Variable)

GER 4050/5050. Contemporary Germany and Austria — 3 hrs.

In-depth analysis of political and social developments and cultural trends of post-war Germany and Austria. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): GER 3001/5001 or equivalent. (Variable)

GER 4085/5085. Introduction to Translation — 3 hrs.

Introduction to journalistic and technical translation using varied textual materials (public media, scholarly, and professional texts), from English to German and German to English. May be repeated once. Prerequisite(s): GER 3001/5001 or equivalent; junior standing. (Variable)

GER 4091. Practicum in Teaching German — 1-4 hrs.

Participants acquire knowledge of foreign language methodologies through practical applications, including lesson planning, class

observations, materials development, and technology integration. Required for students in second language acquisition and foreign-language teacher education programs. Prerequisite(s): GER 3001/5001. Prerequisite(s) or corequisite(s): LANG 4090. (Variable)

GERO: Gerontology

Courses

GERO 3111/5111. Families and End of Life Issues — 3 hrs.

Overview of individual, familial, social, and cultural aspects of death, dying and the bereavement process. Topics include final planning, palliative care, funeral rituals, and grief. Prerequisite(s): junior standing. [Same as FAM SERV 3111/5111] (Variable)

GERO 3161/5161. Families, Alzheimer's, and Related Dementias — 3 hrs.

Exploration of issues pertaining to Alzheimer's Disease and related dementias. Examination of challenges associated with memory disorders. Strategies for supporting affected individuals and families. Cannot receive credit in both FAM SERV 3161/5161 and GERO 3161/5161. Prerequisite(s): junior standing. [Same as FAM SERV 3161/5161] (Variable)

GERO 3192/5192. Research in Gerontology — 1-3 hrs.

Conduct supervised research and/or scholarly project. Prerequisite(s): research methods course; junior standing; consent of instructor. (Variable)

GERO 3194/5194. Problems in Gerontology — 1-4 hrs.

Individual topic areas of in-depth study. Prerequisite(s): junior standing; consent of instructor. (Variable)

GERO 4170/5170. Long Term Care Administration — 3 hrs.

Study of long term care administration including social services, dietary, legal aspects; nursing; environmental services, activities/community resources; business administration; administrative organization, and human resource management. Prerequisite(s): Gerontology; LTC administration majors only; junior standing; department approval. (Odd Springs)

GERO 4184/5184. Topics in Gerontology — 1-3 hrs.

Selected topics relating to current issues in gerontology. Topics to be announced in the Schedule of Classes. May be repeated on different topics for maximum of 6 hours. Prerequisite(s): junior standing. (Variable)

GERO 4193. Internship Seminar — 1 hr.

Process seminar to focus on and maximize student learning from their internship experiences and aid in their development of professional practices. May be repeated for maximum of 2 hours. Corequisite(s): GERO 4195 or HPE 4768 or SOC 3100/5100. (Variable)

GERO 4195. Internship in Gerontology.

Supervised experience in approved work situation. Transfer students must complete one full semester in residence before being approved for internship.

Sec. 1. Social Sciences track - 3 hrs.

Sec. 2. Long Term Care track - 1-12 hrs. May be repeated for maximum of 12 hours. Prerequisite(s): consent of instructor. (Variable)

GERO 4198. Independent Study in Gerontology — 1-6 hrs.

(Variable)

HIST: History

Courses

HIST 1010. Introduction to Historical Skills — 3 hrs.

This course is designed to introduce students to methods and practices of historical research, analysis and writing. It is a discussion-based and collaborative seminar in which students work on and demonstrate the acquisition of historical skills by producing an original research paper using primary and secondary sources. History majors should take this class immediately after the major is declared. (Fall and Spring)

HIST 1011. Field Experience: Public History — 1 hr.

Students spend 15 hours working on a public history project in a local institution. This seminar provides opportunities for orientation, discussion, and introduction to professions related to the major. History majors should take this class immediately after the major is declared. (Fall and Spring)

HIST 1023. History of the United States — 3 hrs.

Study of key individuals and major political, economic, social, and cultural events that have shaped U.S. history. This is a Liberal Arts Core course and will NOT fulfill History major requirements. (United States History course) (Variable)

HIST 1110. United States History to the Civil War and Emancipation — 3 hrs.

This course introduces students to major political, economic, social and cultural developments and conflicts in American history through the Civil War and the end of slavery. Particular attention will be paid to roles of women and men from diverse racial, ethnic and class backgrounds in shaping history. (United States History course) (Fall and Spring)

HIST 1120. United States History since the Civil War and Emancipation — 3 hrs.

This course introduces students to major political, economic, social and cultural developments and conflicts in American history from the end of slavery to the present. Particular attention will be paid to roles of women and men from diverse racial, ethnic and class backgrounds in shaping history. (United States History course) (Fall and Spring)

HIST 1210. Making the Modern World — 3 hrs.

A survey of global history from 1800 to the present, examining the events and processes that shaped the contemporary world. (World History course) (Fall and Spring)

HIST 2011. Engaging Sources: (Topic) — 3 hrs.

This class explores a particular genre of created source in its historical and cultural context. Students conduct and present original research, contribute to an exhibit or digital archive, and create or design their own example of the genre. May be repeated on different topics. (Fall and Spring)

HIST 2020. Health in History: (Topic) — 3 hrs.

An exploration of health in history, considering the ways wellness and illness and the values and ethics connected to health shaped historical societies and cultures, policy, and economics. May be repeated with different topics. (Fall and Spring)

HIST 2210. Problems & Perspectives in Global History: (Topic) — 3 hrs.

A thematic exploration of global history, emphasizing diversity and the comparative study of the human condition in historical perspective. May be repeated on different topics. (Fall and Spring)

HIST 2310. From Mesopotamia to the Middle Ages: The Premodern West — 3 hrs.

The evolution of Western civilization from ancient Mesopotamia and Egypt to the eve of the Renaissance, encompassing government, economics, art, social relationships, intellectual life, and religious beliefs and practices. (Variable)

HIST 2320. The Modern West: Technology, Science, & Culture — 3 hrs.

An exploration of the development of modern Europe, with emphasis on industry, science, and technology and their impact on culture, religion, social relations, politics, governmental institutions, and warfare. (Variable)

HIST 3010. Readings in History — 1-3 hrs.

Student will choose one of the following areas: (1) Ancient; (2) Medieval; (3) English; (4) French; (5) German; (6) Russian; (7) United States; (8) Latin American; or (9) Asian (India, China, and Japan). Prerequisite(s): consent of department head; for the field of U.S. History, 9 semester hours in U.S. History; for each of the other fields, 9 hours in history other than U.S., which must include 3 hours related to the particular field to be studied. (Fall, Spring, Summer)

HIST 3020. Introduction to Museum Studies — 3 hrs.

Exploration of history, public mission, working environment, and ethical issues of museums. Discussion of practical skills and theoretical issues of museum studies, exposing students to broad range of museum types and career opportunities. [Same as ANTH 3440] (Spring)

HIST 3110. Conflict and Justice in History: (Topic) — 3 hrs.

Conflict and Justice in History courses explore how competing social, cultural, economic, and political interests or visions have shaped concepts such as justice, responsibility, ethics, and values in different historical contexts. May be repeated on different topics. (Fall and Spring)

HIST 3279. Conflict and Justice Study Abroad: (Topic) — 3 hrs.

A travel study course in history, emphasizing the politics, culture, values, and ethics of historical societies. May be repeated on different topics. (Variable)

HIST 4000. Senior Seminar in Advanced Historical Skills — 3 hrs.

History 4000 seminars are advanced-level seminars that focus on a specific historical topic/theme/area. They are designed to build on and refine the research, analytical and writing skills gained in HIST 1010: Introduction to Historical Skills. They are discussion-based seminars that provide an opportunity for students to focus in-depth on a specific historical topic and are organized around the production of an original historical research paper using primary and secondary sources. May be repeated on different topics. Prerequisite(s): for History majors: HIST 1010; senior standing. For non-History majors: consent of instructor. (Fall and Spring)

HIST 4003/5003. Collections Care and Management — 3 hrs.

This course will present topics in museums collections management ranging from object/artifact handling, storage, loaning and conservation to museum ethics, acquisitions, policy-making and research to donors, fundraising, marketing, and education. In addition, the course will cover discussions of what constitutes a museum and why museums collect. Museum professionals from both the UNI Museum and UNI Gallery of Art will present all topics, and classes will include an experiential component that will allow students a more personal involvement with historical artifacts and art objects. Students will be given the opportunity to work with a variety of museum

Course Descriptions

professionals and will engage in real-world museum concerns.
Prerequisite(s): junior standing.[Same as ARTHIST 4003/5003] (Fall)

HIST 4010/5010. Introduction to Public History — 3 hrs.

Exploration of the critical methodologies and practices of historians working in non-academic settings. Examination of the various issues that historians confront in working with public audiences and instruction in the skills required to pursue a career in public history. (United States History course) Prerequisite(s): junior standing. (Fall)

HIST 4030/5030. Internship in Historical Studies — 1-3 hrs.

Study and experience in public history settings. Coursework, either individual or collaborative, defined by instructor and/or site supervisor in conjunction with students. May be repeated for a maximum of 6 hours of undergraduate credit and a maximum of 6 hours of graduate credit. Prerequisite(s): junior standing. (Fall, Spring, Summer)

HIST 4035. External Museums Internship in History — 1-3 hrs.

Study and experience in museum settings off campus. Coursework, either individual or collaborative, defined by instructor and/or site supervisor in conjunction with students. May be repeated for a maximum of 6 hours of undergraduate credit. Prerequisite(s): junior standing or permission of instructor. (Fall, Spring, Summer)

HIST 4110/5110. American Colonial History — 3 hrs.

17th- and 18th-century America; development of colonial societies in the New World and American Revolution era. (United States History course) Prerequisite(s): junior standing. (Variable)

HIST 4130/5130. The Early Republic, 1785-1850 — 3 hrs.

Political, economic, and social development of United States in years between American Revolution and end of Jacksonian era. (United States History course) Prerequisite(s): junior standing. (Variable)

HIST 4140/5140. Civil War and Reconstruction — 3 hrs.

Causes of the Civil War, nature of the conflict, and short- and long-range consequences of the war. (United States History course) Prerequisite(s): junior standing. (Variable)

HIST 4150/5150. Foundations of Modern America: The United States, 1877-1929 — 3 hrs.

Description and analysis of dramatic social, cultural, economic, and political changes occurring in the U.S. between the close of Reconstruction and the beginning of the Great Depression. (United States History course) Prerequisite(s): junior standing. (Variable)

HIST 4160/5160. U.S. History from 1929 to 1960 — 3 hrs.

U.S. history from the Great Crash through the Eisenhower Era, emphasizing the Great Depression and New Deal of 1930s, World War II at home and abroad in the 1940s, and postwar issues including the Cold War and economic prosperity. (United States History course) Prerequisite(s): junior standing. (Variable)

HIST 4170/5170. U.S. Environmental History — 3 hrs.

Exploration of various concepts of nature within the contexts of U.S. History. Treats the history of nature as a thing in itself, as something that has acted on Americans and that Americans have acted upon. Also explores nature as an idea that has changed over time. (United States History course) Prerequisite(s): junior standing. (Variable)

HIST 4175/5175. History on Film — 3 hrs.

History on Film explores the ways past events, peoples, and eras have been represented in movies. One of the course goals is to break down assumed and largely false boundaries between academic and popular history. Rather than simply debunk movies, the approach is to assess them in terms of the standards of professional history, to think about how these standards might make films better but also how the

popularity of film might improve the practice of history. (United States History course) Prerequisite(s): junior standing. (Spring)

HIST 4180/5180. Recent United States History — 3 hrs.

History of the American people since 1960 with emphasis on domestic affairs. (United States History course) Prerequisite(s): junior standing. (Variable)

HIST 4198. Independent Study.

(Fall, Spring, Summer)

HIST 4200/5200. History of Iowa — 3 hrs.

Social, political, and economic developments in Iowa from prehistoric times to present. (United States History course) Prerequisite(s): junior standing. (Variable)

HIST 4235/5235. Popular Culture in the United States — 3 hrs.

Exploration of relationships between expressions of popular culture and the development of American values, political ideologies, and unconscious yearnings. Includes popular music, celebrities, literature, art, design, film, and various forms of mass media. (United States History course) Prerequisite(s): junior standing. (Variable)

HIST 4245/5245. African-American History — 3 hrs.

History of black Americans from African background into 1980s, with emphasis on period since end of slavery. (United States History course) Prerequisite(s): junior standing. (Variable)

HIST 4250/5250. Religion in America — 3 hrs.

Investigation of religious movements and beliefs from colonial times to present, with attention to religion and the U.S. Constitution. (United States History course) Prerequisite(s): junior standing. (Same as RELS 4230/5230) (Variable)

HIST 4260/5260. United States Women's History — 3 hrs.

This class explores major themes in the history of U.S. women from the pre-Columbian Era to the present. Putting women at the center of the historical narrative, it examines how ideas about gender have shaped both the everyday lives of Americans and U.S. society more generally, past and present. (United States History course) Prerequisite(s): junior standing. (Variable)

HIST 4270/5270. American Indian History — 3 hrs.

Survey of the North American Indian experience over four centuries, with emphasis on the 19th and 20th centuries. Focus on Native response to European colonialism, removal, allotment, termination, revitalization, urbanization, Red Power, and pan-Indian movements. (United States History course) Prerequisite(s): junior standing. (Variable)

HIST 4280/5280. The American Radical Tradition — 3 hrs.

A survey of American social activists working to achieve change, from the abolition of slavery to the present. It will pay particular attention to African-American, women's and working class history. (United States History course) Prerequisite(s): junior standing. (Variable)

HIST 4310/5310. History of Ancient Greece — 3 hrs.

Archaeology of the Aegean and the Minoan-Mycenaean civilization; Homeric period, classical civilization of Greece to Alexander the Great, and the Hellenistic Age; advent of the Romans. (World History course, Pre-1600 History Elective; formerly, Europe to ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4320/5320. History of Ancient Rome — 3 hrs.

Roman Republic, expansion of Roman rule, Roman Empire, decline and fall of the empire in 5th century A.D. Comparison of the Romans as people with modern Americans. (World History course, Pre-1600

History Elective; formerly, Europe to ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4330/5330. Greek and Roman Life and Culture — 3 hrs.

Cultural survey of the Greco-Roman world from the eighth century B.C. to the fifth century A.D. Subject matter includes elite culture, such as literature, philosophy, and religion, as well as aspects of everyday life, such as clothing, food and drink, and entertainment. (World History course, Pre-1600 History Elective; formerly, Europe to ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4340/5340. Barbarians, Saints, and Pestilence: The Middle Ages — 3 hrs.

European social, economic, political, and cultural developments from the collapse of Roman authority to 15th century. (World History course, Pre-1600 History Elective; formerly, Europe to ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4350/5350. Rebirth, Reform, and Rebellion: The Beginnings of the Modern World — 3 hrs.

A study of the intellectual, artistic, economic, social, and political developments of the Italian and Northern Renaissances and the sixteenth-century Reformations. (World History course, Pre-1600 History Elective; formerly, Europe to ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4360/5360. Age of Absolutism and the Enlightenment — 3 hrs.

History of emerging nations of Europe with emphasis on Age of Absolutism, Louis XIV, and the Enlightenment. (World History course; formerly, Europe to ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4420/5420. History of Ireland — 3 hrs.

Survey of Irish history from the age of conquests (Celtic, Viking, Anglo-Norman, and English) to the present with an emphasis on the development of political and cultural nationalism in the nineteenth century. (World History course, Pre-1600 History Elective; formerly, Europe to ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4440/5440. Kings, Heretics, Witches, and Revolutionaries: England to 1688 — 3 hrs.

England and the British Isles from Celtic and Roman times to the Glorious Revolution of 1688; traces social, cultural, and political developments, with an emphasis on constitutional developments and the emergence of England as a European power. (World History course, Pre-1600 History Elective; formerly, Europe to ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4480/5480. The Ancient Near East — 3 hrs.

The artistic, literary, political, religious, and social accomplishments of Near Eastern people of ancient times. (World History course, Pre-1600 History Elective; formerly, Europe to ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4510/5510. Europe from the French Revolution to World War I — 3 hrs.

Emphasis on political unification, the economic, intellectual, and social impact of advances in science and technology, and the decline of the European concert leading to war in 1914. (World History course; formerly, Europe since ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4520/5520. Europe from World War I to the Present — 3 hrs.

Study of impact of World War I, rise of Communism and Fascism, impact of World War II, and European Renaissance since 1945.

(World History course; formerly, Europe since ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4556/5556. History of Outdoor Recreation — 3 hrs.

Explores the history of outdoor recreation in the United States and its role in defining American identity by tracing its global roots, its production and management from the local to the federal level, and by examining controversies surrounding various recreational forms. (United States History course) Prerequisite(s): junior standing. (Variable)

HIST 4610/5610. English History since 1688 — 3 hrs.

The political, social, and cultural history of England with emphasis on its evolution as a constitutional monarchy, industrial power, and global empire. (World History course; formerly, Europe since ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4640/5640. Modern Mediterranean Europe: History and Culture — 3 hrs.

Exploration of the rich and vibrant histories, cultures, and societies of Spain, Italy, and Greece from the late eighteenth century to the early twenty-first century. (World History course; formerly, Europe since ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4650/5650. Modern Central and Eastern Europe — 3 hrs.

History of Central and Eastern Europe from the 18th to early 21st century in a country-specific, regional, and comparative perspective. Employs a social history approach to examine the long-term development of societies, nations, and states in the region. (World History course; formerly, Europe since ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4660/5660. History of Imperial Russia — 3 hrs.

Political, social, economic, and cultural aspects of Russia with emphasis on 19th century. (World History course; formerly, Europe since ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4670/5670. History of Soviet Russia — 3 hrs.

Political, social, economic, and cultural developments of Russia in 20th century, emphasis on ideology. (World History course; formerly, Europe since ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4675/5675. Great Power Diplomacy from the Congress of Vienna to the Present — 3 hrs.

International diplomacy from 1815 with emphasis on 20th century. (World History course; formerly, Europe since ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4680/5680. Military History from Napoleon to the Present — 3 hrs.

Study of causes and conduct of war and impact of war on society, with emphasis on 20th century. (World History course; formerly, Europe since ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4690/5690. Modern European Women's History — 3 hrs.

Examination of the political, social, intellectual, and economic history of women and gender relations in Europe from the Enlightenment to the present. Attention to women's rights movements and the social construction of gender. (World History course; formerly, Europe since ca. 1700 course) Prerequisite(s): junior standing. (Variable)

HIST 4720/5720. Modern Latin American History — 3 hrs.

Modern development of Latin American states and their relations to the United States. (World History course; formerly, Non-western History course) Prerequisite(s): junior standing. (Variable)

Course Descriptions

HIST 4730/5730. African Kingdoms & Societies — 3 hrs.

Historical and cultural topics in Africa from earliest times to ca. 1800. (World History course, Pre-1600 History Elective; formerly, Non-western History course) Prerequisite(s): junior standing. (Variable)

HIST 4740/5740. Modern African History — 3 hrs.

Economic and social developments in the African continent, emergence of modern nationalist movements, and character of the European contact and its interaction with traditional African societies, from the 19th century to the present. (World History course; formerly, Non-western History course) Prerequisite(s): junior standing. (Variable)

HIST 4820/5820. Modern Middle East History — 3 hrs.

Middle East history from 1789 to present including Islamic roots, the rise of nationalism in various states, Arab attempts at unity, and the Arab-Israeli conflict. (World History course; formerly, Non-western History course) Prerequisite(s): junior standing. (Variable)

HIST 4830/5830. Sanskrit and Sovereigns; Sultans and Sufis: A History of South Asia to 1526 CE — 3 hrs.

An analysis of the ideologies, cultures, and institutions within South Asia from the time of the oldest inhabitants, the Adivasis, through to the Indus Valley, Aryan, Indic, and Indo-Islamic periods up to the collapse of the Delhi Sultanate in 1526. (World History course, Pre-1600 History Elective; formerly, Non-western History) Prerequisite(s): junior standing. (Variable)

HIST 4840/5840. Mughals and Marauders; Merchants and Mahatmas: A History of South Asia since 1526 CE — 3 hrs.

A survey of the ideologies, cultures, and institutions of the Indo-Timurid Mughals and their powerful collaborators and antagonists, European, Persian, Central Asian, and Indian (1526-mid 18th century) through to the Indo-Anglian period (1757-present); The influence of India on the expanding British empire; the movements and ideologies which culminated in the creation of the Republic of India, Pakistan, and Bangladesh; contemporary South Asia. (World History course; formerly, Non-Western History) Prerequisite(s): junior standing. (Variable)

HIST 4850/5850. Pre-Modern Chinese History — 3 hrs.

Cultural and institutional developments in China from earliest times to ca. 1800 A.D. (World History course, Pre-1600 History Elective; formerly, Non-western History course) Prerequisite(s): junior standing. (Variable)

HIST 4860/5860. Modern Chinese History — 3 hrs.

Political, social, economic, and intellectual developments in China with special emphasis on period from the Revolution of 1911 to present. (World History course; formerly, Non-western History course) Prerequisite(s): junior standing. (Variable)

HIST 4870/5870. Courtiers, Warriors, and Merchants: Japan to 1800 — 3 hrs.

An analysis of the ideologies and institutions of Japan from the time of the adoption of Chinese Civilization to the end of the 18th century, paying special attention to the processes of decentralization and reunification, and their concomitant culture changes. (World History course, Pre-1600 History Elective; formerly, Non-western History course) Prerequisite(s): junior standing. (Variable)

HIST 4880/5880. The Legacy of the Samurai: Japan since 1800 — 3 hrs.

Description of first non-Western nation to become a modern economic superpower. Traces development in political, social, economic, and cultural aspects from 1800 to present. (World History course;

formerly, Non-western History course) Prerequisite(s): junior standing. (Variable)

HIST 4910/5910. Global Studies: (Topic) — 3 hrs.

This course is based on a faculty-chosen topic of a transnational character, with a focus on analyzing this topic in the context of multiple global societies and historical contexts. This course is intended for students in the History-Global Studies Track; however, other History and non-History students also may take the course upon junior standing. May be repeated on different topics. Prerequisite(s): junior standing. (Variable)

HIST 6010. History: Theory and Practice — 3 hrs.

A comprehensive introduction to the theoretical debates and methodologies in the discipline of history from a global perspective. (Variable)

HIST 6020. History and U.S. Public Policy — 3 hrs.

Use of history in policymaking; historical development of public policy in a specific area. (Spring)

HIST 6030. Research Seminar in History — 3-6 hrs.

Research-centered seminar on specific topics in history, emphasizing application of methods of research, critical analysis, and writing. May be repeated with a change of topic. (Fall, Spring, Summer)

HIST 6040. Readings in History: (Topic) — 3 hrs.

Exploration of interpretations and historical methodologies of a specific historical topic, drawn from chronological, thematic and/or geographical foci. May be repeated with a change of topic. (Variable)

HIST 6050. Historical Methods — 3 hrs.

Investigation of problems confronting the historian and analysis of methods and techniques employed. (Fall)

HIST 6080. History Workshop: (Topic) — 3 hrs.

Discussion-based, hands-on approach to the study of History. Emphases placed on the production of student learning artifacts, discussion, and presentations. May be repeated with a change of topic. (Variable)

HIST 6200. Professional Development Portfolio — 3 hrs.

Discussion-based, hands-on approach to the study of History. Emphases placed on the production of student learning artifacts, discussion, and presentations. May be repeated with a change of topic. (Variable)

HIST 6285. Individual Readings — 1-3 hrs.

May be repeated. Prerequisite(s): consent of department head. (Fall and Spring)

HIST 6288. Seminar: Topics in History — 3 hrs.

Seminar on selected topics in history. May be repeated with change of topic. (Variable)

HIST 6289. Readings Seminar in History — 3-6 hrs.

Historiographical seminar on major schools of interpretation of a specific topic. Seminar will focus on a specific region or have a transnational focus. May be repeated with change of topic. (Variable)

HIST 6297. Practicum — 1-4 hrs.

May be repeated. (Fall, Spring, Summer)

HIST 6299. Research — 3 hrs.

Preparation for thesis or portfolio exit option. May be repeated for maximum of 6 hours on the Thesis option. Prerequisite(s): consent of department. (Fall, Spring, Summer)

HIST 6300. Writing — 3-6 hrs.

Thesis writing. Prerequisite(s): consent of department; Graduate standing. (Fall, Spring, Summer)

HIST 6301. Portfolio — 3-6 hrs.

Portfolio writing. Prerequisite(s): consent of department; Graduate standing. (Fall, Spring, Summer)

HRCS: Health, Recreation and Community Services

Courses

HRCS 4000. Professional Readiness Seminar — 3 hrs.

Professional readiness seminar builds academic, communication, and critical thinking skills needed to successfully meet the challenges you will encounter in the workplace. The focus of the course is on development of professional tools including portfolios, resumes, interviewing skills, relevant certifications, and internship placements. This course is a prerequisite to RTNL, AT and PH internship. Prerequisite(s): Senior standing, instructor consent. (Fall and Spring)

HRCS 6000. Foundations of Community Health and Recreation — 3 hrs.

Analysis of philosophical foundations and ethical principles related to community health and recreation. (Fall)

HRCS 6299. Research.

Fee assessed separately for laboratory materials and/or binding of thesis/research paper. Prerequisite(s): consent of department. (Fall, Spring, Summer)

HUM: Humanities

There is no Humanities Department as such. The courses below are interdisciplinary and are taught jointly by staff from several departments.

Courses

HUM 1021. Humanities I: The Ancient, Classical, and Medieval Worlds — 3 hrs.

Literature, philosophy, religion, and the fine arts, integrated with the history of Western Civilization to 1300. (Fall, Spring, Summer)

HUM 1022. Humanities II: The Renaissance, Reformation, and Enlightenment — 3 hrs.

Literature, philosophy, religion, and the fine arts, integrated with the history of Western Civilization from 1300 to the French Revolution of 1789. (Fall, Spring, Summer)

HUM 1023. Humanities III: The Age of Revolution to the Present — 3 hrs.

Literature, philosophy, religion, and the fine arts integrated with the history of Western Civilization since the French Revolution of 1789. (Fall, Spring, Summer)

HUM 3121. Russia/Soviet Union — 3 hrs.

Interdisciplinary examination of the culture, history, geography, economy, political system, and society of Russia and the Soviet Union. (Fall and Spring)

HUM 3122. Japan — 3 hrs.

Introductory study of Japan: geographical setting, historical background, cultural heritage, social and political systems, and economic development and importance. (Fall and Spring)

HUM 3123. Latin America — 3 hrs.

Historical, political, social, and cultural elements that form the civilization of Latin America. No credit if student has credit in SPAN 3020. (Fall and Spring)

HUM 3124. China — 3 hrs.

Introduction to essential aspects of China, including geography, environment, demography, anthropology, history, language, religion, economic development, political changes, and foreign relations. (Fall and Spring)

HUM 3125. India — 3 hrs.

Treatment of significant elements of Indian culture, historical development, and place in the world today. (Fall and Spring)

HUM 3127. Middle East — 3 hrs.

Treatment of significant aspects of Middle Eastern culture, historical development, and place in the world today. (Variable)

HUM 3128. Africa — 3 hrs.

Interdisciplinary examination of contemporary African society and culture: historical heritage, problems, prospects, and importance. (Fall and Spring)

HUM 3130. Culture and Philosophy of African American Life — 3 hrs.

Interdisciplinary exploration of culture and philosophy of African American life; emphasis on historical and current aspects of life which enhance or deter progress of African Americans educationally, economically, and politically. (Variable)

HUM 3132. Native North America — 3 hrs.

Ethnographic survey of sociocultural systems developed by Native Americans north of Mexico. Emphasis on relationships that exist among ecological factors, subsistence techniques, social organizations, and belief systems; and the impact interactions with European and U.S. societies had on Indian lifestyles. (Same as ANTH 3132) (Variable)

HUM 3137. Native Central and South America — 3 hrs.

Ethnographic focus on the sociocultural systems of the indigenous peoples of Mesoamerica, Amazon Basin, and the Andean Highlands. Emphasis on inter-relationships among environment, history, social organizations, and belief systems from a holistic and comparative perspective. (Same as ANTH 3137) (Fall and Spring)

HUM 3138. Malcolm, Martin, and Justice — 3 hrs.

How might religious leaders insert themselves in the struggle for justice and human rights? Malcolm X and Martin Luther King, Jr. represent the intricate involvement of black religious leaders in the African American struggle for social, political, and economic justice. (Variable)

HUM 3151/5151. Images of Blacks in the White Mind — 3 hrs.

Exploration of the purposefully constructed image of blacks which reinforces inequality, the historical development of white supremacist ideology, and the disempowerment of blacks in the United States. Prerequisite(s): junior standing. (Variable)

HUM 3160/5160. Black Women in America: Challenge, Spirit, Survival — 3 hrs.

Investigation of major themes in lives of black women in America, utilizing scholarship from sociology, literature, cultural studies, and womanist theology. Challenges to fruitful existence and role of striving for self-representation direct the two major units of course. Prerequisite(s): junior standing. (Variable)

Course Descriptions

HUM 3169. Leadership Internship — 1-3 hrs.

Field placement designed to further develop leadership abilities. Site placement determined in consultation with the Director of Leadership Studies. Prerequisite(s): HUM 3110; consent of instructor and Director of Leadership Studies. (Variable)

HUM 4198. Independent Study.

Independent Study

IA LL: Iowa Lakeside Laboratory

Iowa Lakeside Laboratory is a field station located in the Iowa Great Lakes region of northwest Iowa. It is run cooperatively by the three Regents' Universities. Each summer Iowa Lakeside Laboratory offers a variety of hands-on courses in many disciplines (archaeology, biology, ecology, environmental science, hydrology, soils, taxonomy, writing). Both undergraduate and graduate courses are offered. For information about courses being offered this summer and registration/housing forms, see the Iowa Lakeside Laboratory Web site www.iowalakesidelab.org or contact the Iowa Lakeside Laboratory Administrative Office (250 Continuing Education Facility, The University of Iowa, Iowa City, IA 52242-0907. Phone: 1-888-469-2338 [toll free]. Early registration is advisable because enrollment in Lakeside courses is limited.

Courses

IA LL 1010. Earth, Air and Sky — 2 hrs.

Introduction to the essentials of earth science (astronomy, meteorology, geology, and paleontology). (Summer)

IA LL 2019. Soils and Environmental Quality — 4 hrs.

Role of soils in the environment; relationship between soil quality and plant growth. Field studies on soil identification, degradation and restoration as well as identifying tools useful in effective land and water stewardship. (Summer)

IA LL 2030. Natural History Workshop — 1-2 hrs.

Offered as demand warrants. Five day-long, non-technical introductions to a specific aspect of the natural history of the upper Midwest or techniques for studying natural history. Prerequisite: junior standing. (Variable)

A. Amphibians and Reptiles

B. Birds and Birding

C. Nature Photography

D. Mushrooms and Other Fungi

E. Iowa's Trees and Forests

F. Fish Biology

G. Prairies

I. Common Insects

J. Aquatic Plants

K. Life in Rivers

L. Life in Lakes

M. Mosses and Liverworts

N. Natural History of Iowa Great Lakes Region

P. Field Archaeology

Q. Common Algae

S. Scuba Diving

T. Astronomy

U. Sketching Nature (Variable)

IA LL 2031. Ecology — 4 hrs.

Introduction to the evolutionary and basic principles of ecology at the organismal, population, community, and ecosystem levels. Integrates lectures and field studies to examine the distribution and abundance of plants and animals in native ecosystems. (Summer)

IA LL 2034. Topics in Ecology and Sustainability — 1-4 hrs.

Scientific introduction to ecology and evolution of important groups of organisms. Topics include: algae to vertebrates, different ecological phenomena (e.g., fire and climate change), varying landforms, different ecosystems (e.g., prairies and aquatic systems); emphasis on sustainability with introduction to concepts, issues, and practices; ability to communicate environmental information through a variety of means. May be repeated. (Summer)

IA LL 2040. Field Archaeology — 4 hrs.

Nature of cultural and environmental evidence in archaeology and how they are used to model past human behavior and land use; emphasis on Iowa prehistory; basic reconnaissance surveying and excavation techniques. (Summer)

IA LL 2043. Illustrating Nature-Sketching — 2 hrs.

Sketching plants, animals, and terrain. Visual communication, development of a personal style, and integration of typographic and visual elements on a page will be emphasized. (Summer)

IA LL 2044. Illustrating Nature - Photography — 2 hrs.

Beginning to intermediate technical and compositional aspects of color photography of natural areas and their plants and animals. (Summer)

IA LL 2045. Undergraduate Internships — 1-5 hrs.

Placement with county conservation boards, camps, parks, etc., for experience as interpreters, rangers, and technicians. (Summer)

IA LL 3100/5100. Techniques For Biology Teaching — 1-2 hrs.

Development and implementation of laboratory exercises suitable for inclusion in elementary, middle, high school, and community college biology and environmental courses. Exercises will be built around common organisms and ecosystems in Iowa. Field trips. A. (Summer)

IA LL 3102/5102. Plant-Animal Interactions — 4 hrs.

Introduction to ecology and co-evolution of plants and animals. Emphasis on dispersal, pollination, and plant-herbivore interactions; field and laboratory work, reading, and discussion. Prerequisite(s): one course in the biological sciences; junior standing. (Variable)

IA LL 3103/5103. Aquatic Ecology — 1-4 hrs.

Analysis of aquatic ecosystems. Emphasis on basic ecological principles; ecological theories tested in the field, and identification of common plants and animals. Prerequisite(s): courses in ecology, chemistry, and physics or consent of instructor; junior standing. (Summer)

IA LL 3105/5105. Plant Taxonomy — 4 hrs.

Principles of classification and evolution of vascular plants; taxonomic tools and collection techniques; use of keys. Field and laboratory studies emphasizing identification of local flowering plants and recognition of major plant families. Prerequisite(s): two semesters of introductory biology or consent of instructor; junior standing. (Summer)

IA LL 3107/5107. Field Parasitology — 4 hrs.

Ecology and life history of parasites, protozoans, helminths, arthropods; field and laboratory investigations including preparation, identification, and morphology of representative types and stages; general and comparative concepts of parasitology. (Variable)

IA LL 3109/5109. Ecology and Systematics of Algae: Cyanobacteria and Green Algae — 1-4 hrs.

Ecology and Systematics of Algae: Cyanobacteria and Green Algae (Summer)

IA LL 3111/5111. Summer Writing Festival at Iowa Lakeside Laboratory — 1 hr.

One-week workshop designed for young adult to adult writers of all levels, helps participants apply their imagination to their life experiences and become more effective writers. Writing exercises invite imaginative leaps and thoughtful reflections and humor, as well as seriousness. Participants work in various forms of expression, including the personal essay, poetry, and short fiction. Prerequisite(s): junior standing. (Summer)

IA LL 3121/5121. Plant Ecology — 4 hrs.

Principles of plant population, community, and ecosystem ecology illustrated through studies of native vegetation in local prairies, wetlands, and forests. Group or individual projects. Prerequisite(s): two semesters of introductory biology or consent of instructor; junior standing. (Summer)

IA LL 3122/5122. Prairie Ecology — 4 hrs.

Basic patterns and underlying physical and biotic causes of both regional and local distributions of plants and animals of North American prairies; field and laboratory analyses and projects. Prerequisite(s): two semesters of introductory biology or consent of instructor; junior standing. (Summer)

IA LL 3124/5124. Wetland Ecology — 4 hrs.

Ecology, classification, creation, restoration, and management of wetlands. Field studies examine the composition, structure, and functions of local natural wetlands and restored prairie pothole wetlands. Individual or group projects. Prerequisite(s): junior standing. (Summer)

IA LL 3126/5126. Ornithology — 2-4 hrs.

The biology, ecology, and behavior of birds with emphasis on field studies of local avifauna. Group projects stress techniques of population analysis and methodology for population studies. Prerequisite(s): two semesters of introductory biology or consent of instructor; junior standing. (Summer)

IA LL 3127/5127. Introduction to Insect Ecology — 4 hrs.

Field and laboratory study of insects, their diversity, and life history. Emphasis on ecology and behavior. Prerequisite(s): junior standing. (Variable)

IA LL 3128/5128. Fish Ecology — 2-4 hrs.

Basic principles of fish interaction with the biotic and abiotic environment. Field methods, taxonomy, and biology of fish with emphasis on the fish fauna of northwestern Iowa. Prerequisite(s): junior standing. (Summer)

IA LL 3132. Ecology — 4 hrs.

Introduction to the evolutionary and basic principles of ecology at the organismal, population, community, and ecosystem levels. Integrates lectures and field studies to examine the distribution and abundance of plants and animals in native ecosystems. Prerequisite(s): two semesters of introductory biology or consent of instructor. (Summer)

IA LL 3134/5134. Animals and their Ecosystems — 4 hrs.

Focus on the vertebrate and invertebrate animals of the Midwest. Animals are observed in nature either through passive observational techniques or active trapping exercises. Once identified, animals are placed in their proper taxonomic position (i.e., put onto the "Tree of Life"). They also are put into ecological perspective, including habitat

preferences (i.e., wetland, lake prairie, forest, river, edge), trophic position, and activity patterns. Conservation status is discussed and in many cases emphasized. Prerequisite(s): an introductory biology course; junior standing. (Summer)

IA LL 3135/5135. Aquatic Toxicology and Wetland Dynamics in Freshwater Systems — 2 hrs.

Fundamental knowledge and understanding of scientific concepts related to the physio-chemical and biological environment; problems and issues (global, national, regional, and local) of freshwater systems; how wetland restoration is used to ameliorate problems; basic tools used to assess aquatic toxicological problems. Prerequisite(s): one year of biology and one year of chemistry; junior standing. (Summer)

IA LL 3140/5140. Water Policy & Politics — 1 hr.

Historical, legal, economic, cultural, and political dimensions of water resources; public perception and enjoyment of this abundant and important natural resource; how public policy developed; private rights; differences between the previous appropriation system in the western U.S. and Eastern riparian rights law; public rights regarding water for navigation, recreation, and environmental protection; water-related institutions such as suppliers of municipal water and irrigation water; interbasin transport of water. Prerequisite(s): junior standing. (Summer)

IA LL 3142/5142. Watershed Hydrology and Surficial Processes — 4 hrs.

Effects of geomorphology, soils, and land use on transport of water and materials (nutrients and contaminants) in watersheds. Fieldwork will emphasize investigations of the Iowa Great Lakes watershed. Prerequisite(s): four courses in the physical or biological sciences or engineering; junior standing. (Summer)

IA LL 3160/5160. Restoration Ecology — 4 hrs.

Ecological principles for the restoration of native ecosystems; establishment (site preparation, selection of seed mixes, and planting techniques) and management (fire, mowing, and weed control) of native vegetation; evaluation of restorations. Emphasis on the restoration of prairie and wetland vegetation. Prerequisite(s): a course in ecology; junior standing. (Summer)

IA LL 3162. Restoration Ecology — 2 hrs.

Ecological principles for restoration of native ecosystems; establishment (site preparation, selection of seed mixes, planting techniques) and management (fire, mowing, weed control) of native vegetation; evaluation of restorations; emphasis on prairie restoration and wetland vegetation. (Summer)

IA LL 3163. Conservation Biology — 4 hrs.

Population- and community-level examination of factors influencing the viability of plant and animal populations from both demographic and genetic perspectives; assessment of biodiversity; and design and management of preserves. Prerequisite(s): general biology. (Summer)

IA LL 3164. Animal Behavior — 2 hrs.

Animal Behavior

IA LL 3165/5165. Behavioral Ecology — 4 hrs.

Animal coloniality, courtship, territoriality, predator defense, habitat selection, foraging, mating systems, and parental care will be examined in the field in order to evaluate various ecological and evolutionary theories of animal behavior. Prerequisite(s): two courses in the biological sciences; junior standing. (Summer)

IA LL 3166/5166. Amphibians & Reptiles — 2-4 hrs.

Ecology, behavior, and conservation biology of amphibians and reptiles. Emphasis on their anatomy and morphology, temperature and

Course Descriptions

water regulation, locomotion, life history, reproduction, population and community ecology, and conservation. (Summer)

IA LL 3175/5175. Soil Formation & Landscape Relationships — 2-4 hrs.

Relationships between soil formation, geomorphology, and environment. Soil description, classification, geography, mapping, and interpretation for land use. Prerequisite(s): introductory soils course or IA LL 3142/5142; junior standing. (Summer)

IA LL 4178/5178. Analysis of Environmental Data — 2 hrs.

Provides students with training in the theory and application of a range of statistical techniques useful for the analysis of ecological and paleoecological data. Topics include data management, exploratory data analysis, regression analysis, direct and indirect ordination methods, classification techniques, transfer functions and the analysis of temporal data. Lectures and practical classes with hands-on-training. Directed towards advanced undergraduate, graduate, and working professionals in ecology and paleoecology. Prerequisite(s): an undergraduate course in statistics, understanding of basic concepts such as correlation and regression, and familiarity with PC-based software for data analysis; junior standing. (Summer)

IA LL 4193. Undergraduate Research — 1-4 hrs.

Prerequisite(s): junior standing; consent of instructor. (Variable)

IA LL 4198. Undergraduate Independent Study — 1-4 hrs.

Prerequisite(s): junior standing; consent of instructor. (Variable)

IA LL 6210. Global Climate Change: Causes, Connections and Cures — 2 hrs.

Underlying causes of global climate change, both natural and human; web of interrelated links affecting the physical and living world, including human society; cause-and-effect relationships and interventions that may reduce negative consequences; for teachers of grades 7-12 and students enrolled in teacher education programs for those grades. Prerequisite(s): bachelor's degree. (Summer)

IA LL 6215. Field Mycology — 4 hrs.

Identification and classification of the common fungi; techniques for identification, preservation, and culture practiced with members of the various fungi groups. (Summer)

IA LL 6217. Ecology and Systematics of Diatoms — 4 hrs.

Field and laboratory study of freshwater diatoms; techniques in collection, preparation, and identification of diatom samples; study of environmental factors affecting growth, distribution, and taxonomic characters; project design and execution, including construction of reference and voucher collections and data organization and analysis. Prerequisite(s): two semesters of introductory biology or geology, and consent of instructor. (Summer)

IA LL 6225. Physical Limnology — 2-4 hrs.

Mechanisms of physical transport of heat and contaminants in lakes; temperature cycle and stratification; disturbances to seasonal temperature structure, including the diurnal mixed layer, waves, upwelling, differential heating; turbulence, mixing, transport; field measurements of physical processes, computer models of transport. (Summer)

IA LL 6234. Topics in Ecology and Sustainability — 1-4 hrs.

Scientific introduction to ecology and evolution of important groups of organisms. Topics include: algae to vertebrates, different ecological phenomena (e.g., fire and climate change), varying landforms, different ecosystems (e.g., prairies and aquatic systems); emphasis on sustainability with introduction to concepts, issues, and practices;

ability to communicate environmental information through a variety of means. May be repeated. (Summer)

IA LL 6240. Natural History Workshop — 1-3 hrs.

Offered as demand warrants. Graduate workshop on some aspect of the natural history of the Upper Midwest or on techniques for studying natural history. Prerequisite(s): consent of instructor. (Variable)

IA LL 6263. Conservation Biology — 4 hrs.

Population- and community-level examination of factors influencing the viability of plant and animal populations from both demographic and genetic perspectives; assessment of biodiversity; and design and management of preserves. (Summer)

IA LL 6291. Graduate Internships — 1-5 hrs.

Placement with county conservation boards, camps, parks, schools, etc., for experience as interpreters, rangers, technicians, and teachers. Prerequisite(s): consent of instructor. (Variable)

INTDEPED: Education, Interdepartmental Courses

INTDEPED 6316. Statistics for Education Professionals — 3 hrs.

This introductory graduate-level course is intended for EdD students who have not previously completed coursework in statistics. It provides a foundational understanding of quantitative methods with direct relevance to professional practice in education. Emphasizing conceptual clarity and practical application, the course prepares students for more advanced doctoral work in research methods. Topics include: sampling, measurement, descriptive statistics, correlation, distributions, inferential statistics, hypothesis testing, effect sizes, confidence intervals, statistical power, t-tests, chi-square tests, and one-way ANOVA. (Summer)

INTDEPED 7301. Major Thinkers in Education over the Last 3,000 Years — 3 hrs.

An investigation of main ideas and perspectives from foundational scholars across fields of philosophy, sociology, history, and psychology who are perceived to have made major contributions in the field of education. Prerequisite(s): doctoral status or consent of college. (Variable)

INTDEPED 7303. Foundations of Inquiry — 3 hrs.

Introduction to the intellectual foundations of educational and social inquiry. Includes the history and major positions of philosophy as well as their application to the practice of inquiry. Includes attention to the theory and practice of scholarship through critical reading and academic writing. Prerequisite(s): doctoral status or consent of college. (Variable)

INTDEPED 7314. Qualitative Research Design for Practice — 3 hrs.

This course focuses on qualitative research designs. Various qualitative methodologies will be used related to identifying, understanding, and solving complex problems of practice. The course will focus on developing conceptual understandings of a problem, ethics of inquiry and practice, and design of an inquiry plan from a qualitative perspective. Students will complete collection, analysis, and synthesis of data for problems of practice, including reporting results and use of data in practice and for broader dissemination. Prerequisite(s): MEASRES 6205 or KAHHS 6290 or equivalent, and a substantial introductory statistics course (MEASRES 4180 or

KAHHS 6210 or equivalent); INTDEPED 7326; Admission to the Ed.D. program. (Variable)

INTDEPED 7316. Quantitative Research Design for Practice — 3 hrs.

This course prepares doctoral students to design and conduct quantitative research studies that investigate complex problems of practice in education and related fields. Emphasizing the connection between research design and practitioner inquiry, the course supports students in framing researchable problems of practice, aligning them with appropriate quantitative methodologies, and applying statistical techniques to analyze and interpret data. Students will engage in the full research process, including the development of inquiry questions, ethical considerations, study design, data collection, statistical analysis, and reporting. Topics include factorial ANOVA, multivariate analysis of variance (MANOVA), multiple linear regression, logistic regression, and related techniques. Prerequisite(s): A substantial introductory statistics course (INTDEPED 6316, MEASRES 6281, KAHHS 6210, KAHHS 6290 or equivalent); Admission to the Ed.D. program. (Variable)

INTDEPED 7318. Evidence-Based Practices, Assessment, Accountability, and Program Evaluation — 3 hrs.

In today's world of professional practice, simply running a program is not good enough. Modern practice must use assessment and evaluation results. This course provides needed tools. Provides multiple theoretical perspectives as well as hands-on practice. Prerequisite(s): admission to Ed.D. program; INTDEPED 7303. (Variable)

INTDEPED 7320. Leadership in Formal and Informal Learning Environments — 3 hrs.

This course examines leadership, theory, and practice in formal and informal learning environments and promotes comprehensive application strategies to such settings as schools, human services, and leisure, tourism, and environmental organizations. Prerequisite(s): admission to Ed.D. program. (Variable)

INTDEPED 7322. Organizational and Community Transformation — 3 hrs.

Exploration of transformational processes and the forces that shape change in communities and organizations on a macro, meso, and micro scale within the context of promoting and responding to social, cultural, political, economic, and environmental change including institutions and agencies. Prerequisite(s): admission to Ed.D. program; INTDEPED 7303. (Variable)

INTDEPED 7324. Critical Analysis of Social and Cultural Contexts in Education — 3 hrs.

Explores historic and contemporary social, legal, and cultural movements in education and professional practice from sociological and critical perspectives. Indepth focus on philosophy, science, attitudes, belief patterns, and practices related to social and cultural diversity. Prerequisite(s): Doctoral status or consent of college, INTDEPED 7303 (Variable)

INTDEPED 7326. Integrating Theory with Practice — 3 hrs.

This course is designed to prepare entry-level doctoral students in the Ed.D. program for examining complex theoretical frameworks and how theory relates to practice. Students will be exposed to numerous theories from a variety of content areas, faculty research endeavors, and strategies for linking current research trends to their current practice. Prerequisite(s): admission to the Ed.D. program. (Fall and Spring)

INTDEPED 7389. Doctoral Seminar — 3 hrs.

This course supports Ed.D. students in examining the facets of the doctoral degree, setting scholarly agendas, and developing publication skills. More specifically, the course will focus on doctoral core and intensive study area requirements, advisor selection, dissertation committee selection, and general and specific expectations for the completion of the Ed.D. Graded. Prerequisite(s): INTDEPED 7314, INTDEPED 7316, Doctoral status or consent of college. (Variable)

INTDEPED 7399. Dissertation Research.

Credit/no credit only. Initial enrollment requires attendance at doctoral research seminar. (Variable)

INTDSGN: Interior Design

Courses

INTDSGN 1001. Introduction to Applied Design — 3 hrs.

Overview of applied design issues relating to design methods, design processes, human factors influencing design, environmental impacts, and sustainability concerns. With a focus on design thinking, and understanding the cultural, social and economic impact of design decisions, the class includes projects that explore innovative ideas within the applied design industry. (Fall)

INTDSGN 1061. Design Foundations — 3 hrs.

Introduction to design elements and principles and their application to applied and fine arts. Attention to materials techniques and evaluation. Development of individual perception of design processes within interior design context. (Fall and Spring)

INTDSGN 1063. Drafting for Interiors — 3 hrs.

Introduction to architectural drafting; emphasis on drawing as a visual communication medium in the field of interior design. Development of drafting skills as a graphic language. (Spring)

INTDSGN 1065. Design Visualization and Communication — 3 hrs.

Design and presentation skills developed through studio experiences in various media. Emphasis on perceptual and conceptual development in two and three dimensions. (Spring)

INTDSGN 1067. History of Interiors — 3 hrs.

Styles of furnishings, interiors, and architecture from antiquity to the present. (Spring)

INTDSGN 2063. Computer Applications for Interior Design I — 3 hrs.

Emphasis on three-dimensional graphic representation in the field of interior design. Includes introduction to computer-aided drafting. Prerequisite(s): INTDSGN 1063; declared Interior Design majors only. (Fall)

INTDSGN 2065. Space Planning and the Human Experience — 3 hrs.

Introduction to concepts and application of spatial definition, organization, and theories of human behavior in the built environment. Prerequisite(s): declared Interior Design majors only. (Fall)

INTDSGN 2068. Design Research Methods — 3 hrs.

Complex residential/non-residential design problems incorporating applied research methods. Prerequisite(s): declared Interior Design majors only. (Fall)

INTDSGN 2069. Materials and Resources for Interior Design — 3 hrs.

The study of characteristics, installation, estimating, maintenance and sustainability of materials specified in interior applications.

Course Descriptions

Understanding of sourcing, distribution and sustainable practices related to interior finishes and furnishings. Prerequisite(s): declared Interior Design majors only. (Spring)

INTDSGN 2070. Materials Lab — 1 hr.

Testing processes of materials and textiles used in interior applications, material selections based on the appropriate and required tests and standards applicable to the design context. Corequisite(s): INTDSGN 2069. (Spring)

INTDSGN 3063. Computer Applications for Interior Design II — 3 hrs.

Advanced computer-aided design using related software in the field of interior design. Prerequisite(s): INTDSGN 2063; declared Interior Design majors only. (Spring)

INTDSGN 3069. Building Systems and Lighting — 3 hrs.

Introduction to structural and non-structural building systems, circulation systems, and distribution systems (power, mechanical, HVAC, data/voice and plumbing) as they impact interior applications. Principles of thermal and acoustical design, indoor air quality, natural and electrical lighting design. Prerequisite(s) or corequisite(s): declared Interior Design majors only. (Fall)

INTDSGN 3129. Building Codes and Standards — 3 hrs.

Standards set by the profession for entry-level positions in Interior Design. (Fall)

INTDSGN 3151. Residential Design I — 3 hrs.

Residential design. Programming, space planning, life safety issues, conceptualization, problem solving, and presentation. Includes special populations and purposes. Prerequisite(s) or corequisite(s): INTDSGN 3063; declared Interior Design majors only. (Spring)

INTDSGN 3152. Residential Design II — 3 hrs.

Advanced Residential design. Programming, space planning, life safety issues, conceptualization, problem solving, and presentation. Includes special populations and purposes. Prerequisite(s): INTDSGN 3151. (Fall)

INTDSGN 3164. Professional Practice of Interior Design — 3 hrs.

Professional responsibilities (legal, ethical, social and business) and practice of Interior Design. Prerequisite(s): declared Interior Design majors only. (Spring)

INTDSGN 3165. Professional Preparation in Interior Design — 1 hr.

Development of credentials and portfolio for job market entry. Prerequisite(s) or corequisite(s): INTDSGN 3164; declared Interior Design majors only. (Fall)

INTDSGN 4151. Commercial Design I — 3 hrs.

Non-residential design, programming, space planning, life safety issues, conceptualization, problem solving, and presentation. Includes special populations and purposes. Prerequisite(s): INTDSGN 3069; INTDSGN 3129; declared Interior Design majors only. Prerequisite(s) or corequisite(s): INTDSGN 3063. (Spring)

INTDSGN 4152. Commercial Design II — 3 hrs.

Advanced non-residential design, programming, space planning, life safety issues, conceptualization, problem solving, and presentation. Includes special populations and purposes. Prerequisite(s): INTDSGN 3063; INTDSGN 3069; INTDSGN 3129; declared Interior Design majors only. (Fall)

INTDSGN 4153. Commercial Design III — 3 hrs.

Complex non-residential design, programming, space planning, life safety issues, conceptualization, problem solving, and presentation. Includes special populations and purposes. Prerequisite(s):

INTDSGN 3063; INTDSGN 3069; INTDSGN 3129; declared Interior Design majors only. (Spring)

INTDSGN 4162. Advanced Design — 3 hrs.

Complex residential/non-residential design problems incorporating applied research and integration of life safety, building systems and human response to the built environment. Prerequisite(s): INTDSGN 4152. (Spring)

INTDSGN 4184/5184. Topics in Interior Design — 1-3 hrs.

Selected topics relating to current issues in Interior Design. Topics to be announced in the Schedule of Classes. May be repeated on different topics for maximum of 6 hours. Prerequisite(s): junior standing. (Variable)

INTDSGN 4192/5192. Research in Interior Design — 1-3 hrs.

Conduct supervised research and/or scholarly project. Prerequisites: research methods course; junior standing; consent of instructor. (Variable)

INTDSGN 4194/5194. Problems in Interior Design — 1-4 hrs.

Individual topic areas of in-depth study. Prerequisite(s): junior standing; consent of instructor. (Variable)

INTDSGN 4195. Internship in Interior Design — 3 hrs.

Supervised experience in approved work situation. Transfer students must complete one full semester in residence before being approved for internship. Prerequisite(s): all course work must be completed. (Fall, Spring, Summer)

INTDSGN 4198. Independent Study in Interior Design.

(Variable)

KAAHS: Kinesiology, Allied Health and Human Services, Interdepartmental

Courses

KAHHS 1020. Dimensions of Wellbeing Lecture — 1 hr.

Overall, the Dimensions of Wellbeing course is designed to prepare students for healthy, proactive lifestyles through lecture, experiential learning, and various physical and wellbeing activities. The core dimensions of wellbeing for the purposes of this course include: physical, emotional, interpersonal, intellectual, spiritual, and environmental wellbeing. The lecture sections of Dimensions are designed to provide an underlying knowledge base for specific wellness topics and themes with a unifying emphasis on how these dimensions are intertwined and linked to overall quality of life. Specific health consumerism and health behavior change topics are also covered across the spectrum of Dimensions of Wellbeing course offerings. This course may not be repeated for additional credit. If a student has already satisfied this portion of the LAC Category 1D Dimensions of Wellbeing, it will be considered a repeat. (Fall, Spring, Summer)

KAHHS 1030. Dimensions of Wellbeing Lab — 1 hr.

Overall, the Dimensions of Wellbeing course is designed to prepare students for healthy, proactive lifestyles through lecture, experiential learning, and various physical and wellbeing activities. The core dimensions of wellbeing for the purposes of this course include: physical, emotional, interpersonal, intellectual, spiritual, and environmental wellbeing. The laboratory sections of Dimensions are designed to apply specific skill-related knowledge, encourage healthy active lifestyles, and motivate students to learn and practice skills

related to a wide spectrum of activities and experiences related to wellbeing dimensions. This course may not be repeated for additional credit. If a student has already satisfied this portion of the LAC Category 1D Dimensions of Wellbeing, it will be considered a repeat. (Fall, Spring, Summer)

KAHHS 6210. Quantitative Methods in KAHHS — 3 hrs.

Practical statistical applications commonly used in athletic training, health promotion and education, physical education, and leisure, youth and human services with a focus on the analysis and interpretation of data through the use of computer software packages. (Fall)

KAHHS 6215. Qualitative Methods — 3 hrs.

Application of qualitative methods of data collection and analysis to topics in athletic training, health promotion and education, physical education, and leisure, youth and human services. Prerequisite(s): SPIE 6293 or equivalent. (Variable)

KAHHS 6290. Research Methods for KAHHS — 3 hrs.

Introduction to processes of research in health, physical education, and leisure services with an emphasis on critical analysis of literature, and identification of viable research projects. (Fall and Spring)

KAHHS 7329. Research and Evaluation Seminar — 1-6 hrs.

One hour taken each semester for six semesters for total of 6 hours. Applied approach to research and evaluation. Students plan and implement research and evaluation projects in athletic training, health promotion and education, youth development, leisure, and/or human services settings, working with teams of faculty and other students. Course content includes research methods, statistics, and writing for publication. Prerequisite(s): doctoral standing or consent of instructor. (Fall and Spring)

KAHHS 7365. Field Experience — 1-6 hrs.

Practical experience in leisure, youth and human services, health promotion and education, or athletic training. May be repeated to maximum of 6 hours with consent of student's advisor and graduate committee. (Fall, Spring, Summer)

KAHHS 7395. Internship — 1-6 hrs.

Practical experience in leisure, youth and human services with community agencies. May be repeated to maximum of 6 hours with consent of student's advisor and graduate committee. Prerequisite(s): Consent of graduate committee. (Fall, Spring, Summer)

KAHHS 7410. Critical Theories and Practices I — 3 hrs.

In-depth examination of current theories, philosophical foundations, history and current practices relevant to the allied health, recreation and community services fields. Building on foundational theory courses, students analyze and critique the organization and design of allied health, recreation and community services programs, based on setting and ideological model, in the U.S. and around the world. Students develop praxis design principles consistent with the developmental, normative focus of informal and formal education. Recommended for second year students. Prerequisite(s): consent of instructor. (Variable)

KAHHS 7412. Critical Theories and Practices II — 3 hrs.

Second course in a two-course sequence that surveys allied health, recreation and community services practices and theories in a wide variety of out-of-school and co-curricular settings. Covers theories, models, and best practices in the delivery of services. Students analyze and critique the organization and design of allied health, recreation and community services programs, based on setting and ideological model, in the U.S. and around the world. Students develop praxis design principles consistent with the developmental normative focus of

informal and formal education. Recommended for third year students. Prerequisite(s): KAHHS 7410. (Variable)

KINES: Kinesiology

Courses

KINES 2015. Positive Learning Environment in Physical Activities — 3 hrs.

Strategies for developing, implementing, and maintaining a positive psychosocial learning environment for a variety of school-based physical activities; focus will be on classroom organization, lesson development and implementation, and behavior management plans that enhance student motivation and learning outcomes. (Fall)

KINES 2016. Positive Learning Environment for Physical Fitness — 3 hrs.

Strategies for developing, implementing, and maintaining a positive psychosocial learning environment for a variety of school-based physical fitness and lifetime activities. (Spring)

KINES 2019. First Aid and CPR for Physical Educators — 1 hr.

First aid skills for injuries and sudden illness, CPR for adult, child, and infant and AED to prepare physical education major students to teach these in K-12 schools. (Variable)

KINES 2020. First Aid and CPR — 1 hr.

Basic First Aid skills and theory and practice of CPR training for physical education teachers. (Variable)

KINES 2021. Teaching Movement and Rhythmic Activities for Children — 3 hrs.

Developmentally-appropriate physical activities designed to promote the development, refinement, and utilization of fundamental movement actions and concepts during the early through late childhood years. Strategies for selecting and delivering appropriate activities to children. Prerequisite(s) or corequisite(s): EDPSYCH 2030. (Spring)

KINES 2022. Foundational Movement Skills and Activities for Elementary Children — 2 hrs.

Strategies for physical educators to teach movement skills and activities for elementary children. (Variable)

KINES 2025. Conditioning Theory and Practice — 3 hrs.

Theory and practice in training and conditioning of athletes, dynamic warm up and training schedule development. (Variable)

KINES 2030. Teaching Physical Education For Learning — 3 hrs.

The major purpose of this course is to develop knowledge and competence in the generic aspects of effective instruction in physical education as well as to begin to develop effective instructional skills through micro-peer teaching. The student will also learn the historical foundations and significance of physical education and how these have impacted the profession's current goals. Prerequisite(s) or corequisite(s): EDPSYCH 2030. (Fall)

KINES 2031. Teaching Physical Education with Technology — 3 hrs.

Familiarization and enhancement of technology skills specific to supporting physical education instruction in a PK-12 setting. Course focuses on technologies closely aligned with the physical education learning environment (i.e. pedometers, accelerometers, heart rate monitors) to facilitate instruction and assess student performance. Also included are additional technologies related to physical education software and hardware on personal computers use in creating materials for the K-12 student. (Fall)

Course Descriptions

KINES 2045. Health and Physical Education for Elementary Teachers — 3 hrs.

Methods and materials in health education and physical education appropriate for children. No credit given for students with credit in KAHHS 2045. (Fall and Spring)

KINES 2050. Anatomy and Physiology of Human Movement — 3 hrs.

Anatomy and physiology of the human body focusing on the muscular and skeletal systems. (Fall and Spring)

KINES 2051. Anatomy and Physiology for Physical Educators — 4 hrs.

This course combines the topics of Anatomy and Physiology of human movement. The anatomy portion of the course focuses on learning the structure and function of the muscular-skeletal and cardiorespiratory systems. The physiology portion of the course focuses on physiological adaptations to exercise. (Variable)

KINES 2053. Physical Activity and Nutrition — 3 hrs.

Identification and programming of physical activities and nutrition lifestyle practices. Emphasis on the role of physical activity and nutrition in the enhancement of health and fitness in others. Integration of experiential learning activities with cognitive subject matter. (Fall and Spring)

KINES 2056. Motor Learning and Development — 3 hrs.

Introduction to the developmental and learning factors which influence the capability to move effectively throughout the life span. (Fall and Spring)

KINES 2062. Developmental Trends in Physical Activity & Sport — 3 hrs.

Developmental Trends in Physical Activity and Sport focuses on physical, mental, and emotional developmental changes from early childhood through adolescence in relation to the physical domain. Topics include: theoretical perspectives of human development, development of self-perceptions, influence of significant others throughout childhood and adolescence, effective communication skills for the developmental age, factors that influence motivation and continued participation, emotional experiences in youth sport, and self-regulation skills. (Fall)

KINES 3101. Coaching Theory - Baseball/Softball — 3 hrs.

To provide practical knowledge and develop basic skills necessary for becoming a successful baseball and/or softball coach. (Variable)

KINES 3102. Coaching Theory - Basketball — 3 hrs.

To provide practical knowledge and develop basic skills necessary for becoming a successful basketball coach. (Variable)

KINES 3104. Coaching Theory - Football — 3 hrs.

To provide practical knowledge and develop basic skills necessary for becoming a successful football coach. (Variable)

KINES 3107. Coaching Theory - Soccer — 3 hrs.

To provide practical knowledge and develop basic skills necessary for becoming a successful soccer coach. (Variable)

KINES 3111. Coaching Theory - Track and Field — 3 hrs.

To provide practical knowledge and develop basic skills necessary for becoming a successful track and field coach. (Variable)

KINES 3112. Coaching Theory - Volleyball — 3 hrs.

To provide practical knowledge and develop basic skills necessary for becoming a successful volleyball coach. (Variable)

KINES 3113. Coaching Theory - Individual Sports — 3 hrs.

To provide practical knowledge and develop basic skills necessary for becoming a successful individual sport coach (e.g., swimming, wrestling, tennis). (Variable)

KINES 3118. Practicum in Coaching — 1-2 hrs.

Practical experience working with high school coaches; includes planning and conducting all phases of the program. May be repeated in a different sport for a total of two sports. Prerequisite(s): junior standing; consent of department. (Variable)

KINES 3121. Sociology and Psychology of Physical Activity — 3 hrs.

Introduction to the sociological and psychological issues related to physical activity. Behavior change and motivational strategies to facilitate healthy active lifestyles for youth through adulthood are discussed and applied. Practical information for professionals working in either school or non-school settings dealing with persons involved in physical activity. (Variable)

KINES 3122. Sport Psychology — 3 hrs.

Introduction to the psychological and sociological dimensions of competitive sport with an emphasis on mental skills training for performance enhancement. (Fall and Spring)

KINES 3125. Introduction to Sport Administration — 3 hrs.

Introduction to Sport Administration is designed to provide the foundations of the management, marketing, financial, and legal principles regarding sport facilities, events, tourism, and organizations within interscholastic, intercollegiate, professional and international sport industries. Further, the conduct of amateur and professional sports is addressed. (Fall and Spring)

KINES 3126. Sport Marketing — 3 hrs.

The purpose of this course is to introduce an overview of various aspects of sport marketing and the application of basic principles of sport marketing to the managed sport industry with emphasis on intercollegiate athletics, professional sport, and multi-sport club operations. This course will provide students with an up-to-date understanding of marketing concepts as they are currently being applied in various sectors of the sport industry. (Variable)

KINES 3127. Practicum in Sport Administration — 1 hr.

This course is the last course to be taken after other required courses are completed in the Sports Administration minor. Students gain comprehensive practical experience in sport administration in a sport setting/organization. The experience will build on knowledge and skills learned in the classroom and provide enhanced learning opportunities through hands-on experiences. The practicum experience will assist in further development of a professional portfolio and provide the experience needed for success in the competitive job market. Prerequisite(s): Completion of all coursework in the Sports Administration minor; consent of instructor. (Fall, Spring, Summer)

KINES 3140. Practicum in Strength and Conditioning — 1 hr.

Experiences working in strength and conditioning settings. May be repeated for a maximum of 3 credits. Prerequisite(s): consent of instructor. (Fall, Spring, Summer)

KINES 3151. Biomechanics — 3 hrs.

Application of principles of mechanics to human movement. Prerequisite(s): KINES 2050 or AT 3020 or BIOL 3102. (Fall and Spring)

KINES 3153. Exercise Physiology — 3 hrs.

Acute and chronic responses and adaptations of the physiological systems to muscular activity and training. Prerequisite(s): KINES 2050 or AT 3020; KINES 2053. (Fall and Spring)

KINES 3154. Psychological Skills for Sport Participants — 3 hrs.

Understanding of psychological factors which affect performance in competitive sport. Survey of and individualized practice with psychological techniques designed to enhance sport performance. (Fall and Spring)

KINES 3155/5155. Exercise Physiology: Applications for Health and Human Performance — 3 hrs.

Applications in environmental influence on performance, body composition, ergogenic aids, age and gender considerations in sport and exercise, and exercise for special populations. Prerequisite(s): KINES 2050; KINES 3153 or equivalent; junior standing. (Variable)

KINES 3156. Fitness Assessment and Exercise Prescription — 3 hrs.

Assessment of fitness levels and application to fitness programming including remediation of dysfunction in rehabilitation. Prerequisite(s): KINES 3153. (Fall and Spring)

KINES 3157. Sports Nutrition — 3 hrs.

Designed to help students understand the role of nutrition in enhancing athletic performance. Students will learn the impact nutrition has on cells and tissue that determine the physiological response to exercise. Prerequisite(s): KINES 2050 or AT 3020; KINES 3153. (Fall and Spring)

KINES 3158. Clinical Biomechanics — 3 hrs.

Application of principles of mechanics to human movement with special consideration to clinical applications. Prerequisite(s): KINES 2050 or equivalent. (Variable)

KINES 3160. Exercise for Clinical Populations — 3 hrs.

This course explores exercise programming for special populations, including older adults and individuals with various chronic diseases (e.g., obesity, diabetes, cardiovascular disease, cancer, anxiety, depression, osteoporosis). A strong emphasis is placed on cardiology and electrocardiography (ECG), including the interpretation of 12-lead ECGs and the identification of arrhythmias and blockages. Students will engage in lecture-based instruction and hands-on laboratory experiences, utilizing multimedia tools to enhance learning. Case studies, analytical problem-solving, and practical ECG interpretation exercises will allow students to integrate theoretical knowledge into clinical applications. Prerequisite(s): KINES 2053. (Variable)

KINES 3163. Career and Professional Development — 3 hrs.

This course will examine the field of movement and exercise science from a historical perspective, identify emerging trends and ethical behavior, and explore potential employment opportunities and professional associations. Professional development strategies throughout one's career are discussed and evaluated with the establishment of future career goals. This course will also develop the student's skills in writing resumes, creating portfolios and job interviewing in order to enhance employment opportunities. (Fall and Spring)

KINES 3168. Assisting in Physical Activity and Wellness — 1 hr.

Assisting departmental instructor in activity classes. May be repeated once for credit. Prerequisite(s): consent of department. (Fall and Spring)

KINES 3174. Assessment Processes in Physical Education — 3 hrs.

Concepts of measurement and evaluation applied to physical education including the application of written and a variety of performance tests. Focus also on technologies closely aligned with the physical education learning environment (i.e. fitness technology, technology for skill development, physical education classroom technology) to facilitate instruction and assess student performance. Physical Education majors may substitute KINES 3174 for MEASRES 3150. (Fall and Spring)

KINES 3176. Administration and Curriculum Development in Physical Education — 3 hrs.

Administration of programs in the elementary and secondary schools including budgeting, facilities, legal considerations, and support services. Design, development, and evaluation of curriculum content for grades K-12. Prerequisite(s) or corequisite(s): EDPSYCH 2030. (Spring)

KINES 3185. Readings in Kinesiology — 1-4 hrs.

Individual study in an area of physical education. Credit to be determined at time of registration and to be based on student's proposal. Primarily for majors and minors in Physical Education. Prerequisite(s): consent of department head. (Fall and Spring)

KINES 3191. Senior Project — 1-6 hrs.

Individualized study and experiential learning under the supervision of qualified faculty and professionals in the field; Primarily for majors in physical education. May be repeated for a maximum of 6 hours. Prerequisite(s): consent of instructor. (Fall and Spring)

KINES 3192. Internship in Kinesiology — 1-12 hrs.

Comprehensive practical experience in physical education in which the student applies course work in an agency commensurate with degree option. Offered on credit/no credit basis only. May be repeated for maximum of 12 hours. Prerequisite(s): Completion of all course work in the major or minor; current certification in Standard First Aid and Community CPR; consent of Internship Coordinator. (Fall, Spring, Summer)

KINES 3193. Research Experiences — 1-6 hrs.

Conducting supervised research in a research team setting or mentoring setting with faculty, with presentation and publication of research as the goal. Topics for research may not duplicate a class project or the undergraduate thesis. May be repeated for maximum of 6 hours. Highly recommended for students planning to enter graduate programs. Prerequisite(s): consent of instructor. (Fall and Spring)

KINES 3201. Scientific Principles of Strength and Conditioning — 3 hrs.

The course is designed to provide students with the underlying principles and concepts of strength and conditioning program development. Students will learn to utilize instrumentation and equipment for the monitoring and assessment of exercise clients, review, analyze and interpret information, and independently generate conclusions, and communicate knowledge through a variety of modalities. Students will learn to contextualize discipline knowledge to performance sports and / or health, disease and aging. Prerequisite(s): KINES 2050. (Variable)

KINES 3202. Strength and Conditioning Programming and Technique — 3 hrs.

This course is designed for students to apply scientific knowledge and information to design high quality strength and conditioning programs. Students will design different programs based on critical factors related to a variety of clients, such as age, gender, sport experience, goals, and stage of development. This course has a hands-on component where students will learn safety and evaluation

Course Descriptions

of movement form. Prerequisite(s): KINES 2050; KINES 3153. (Variable)

KINES 3203. Tactical Strength and Conditioning Programming — 3 hrs.

This course is designed for students to apply scientific knowledge and information to design high quality strength and conditioning programs for tactical personnel such as those in the military, law enforcement, and fire and rescue teams. Prerequisite(s) or corequisite(s): KINES 3202. (Variable)

KINES 3230. Drug Prevention Education for School Health Educators — 3 hrs.

The course is designed to provide school health educators with basic information, skills, and coursework relevant to drug prevention education. Coursework is relevant to the needs of a school health educator and can be implemented into the school health education classroom. (Spring)

KINES 3245. Health Education Methods and Curriculum — 3 hrs.

Focus on the skills and knowledge needed to plan, organize, manage, implement, and evaluate K-12 health education instruction. Field experiences in school health education classrooms are a required component of the class. (Fall)

KINES 3260. Substance Abuse Education for School Health Educators — 3 hrs.

The course is designed to provide school health educators with basic information, skills, and coursework relevant to drug prevention education in the school setting. Coursework is relevant to the needs of a school health educator and can be implemented into the school health education setting. (Variable)

KINES 3270. Mental and Emotional Health for School Health Educators — 3 hrs.

Methods of delivering instruction for Mental and Emotional Health in the secondary classroom. Designed for in-service teachers seeking a health education endorsement. (Variable)

KINES 4152. Adapted Physical Education — 3 hrs.

Develop knowledge of current concepts and trends in adapted physical education and the ability to assess, plan, and implement physical education programs designed to meet the unique needs of individuals. (Fall and Spring)

KINES 4172. Elementary Physical Education Teaching Methods — 3 hrs.

Review of philosophy, objectives, content, instructional practices, teaching strategies, and assessment practices appropriate for PK-6 elementary physical education. Laboratory experiences at the elementary level will be included. Prerequisite(s): EDPSYCH 3148. Prerequisite(s) or corequisite(s): KINES 2021; KINES 2056; KINES 3174; KINES 3176. (Fall and Spring)

KINES 4173. Secondary Physical Education Teaching Methods — 3 hrs.

Review of philosophy, objectives, content, instructional practices, teaching strategies, and assessment practices appropriate for secondary physical education. Laboratory experiences will be included at the junior high and high school levels. Prerequisite(s): EDPSYCH 3148. Prerequisite(s) or corequisite(s): KINES 2021; KINES 2056; KINES 3174; KINES 3176. (Fall and Spring)

KINES 4174. Methods and Curriculum for School Health Educators — 3 hrs.

Focus on the skills and knowledge needed to plan, organize, manage, implement, and evaluate appropriate health education instruction

in K-12 classrooms. Field experiences in school health education classrooms. (Fall, Spring, and Summer Variable)

KINES 4175. Instructional Methods and Strategies for K-12 Physical Education — 3 hrs.

This course focuses on instructional practices and teaching strategies for K-12 physical education. (Variable)

KINES 4194. Senior Thesis — 2-6 hrs.

Individualized research involving the selection of an area of inquiry; collection, analysis, and interpretation of data; Primarily for majors in physical education. May be repeated for a maximum of 6 hours. Prerequisite(s): consent of instructor. (Fall and Spring)

KINES 4198. Independent Study.

Primarily for majors in physical education. (Fall, Spring, Summer)

KINES 4217. Organization and Administration of Competitive Sports — 3 hrs.

Organization, philosophy, administration, and management (e.g., budget, scheduling, designing) of interscholastic, intercollegiate, and intramural sports programs. Prerequisite(s): junior standing. (Fall and Spring)

KINES 6222. Sport Psychology — 3 hrs.

Current sport psychology research and its relevance to coaches and athletes. Emphasis on the areas of sport personality, competitiveness, motivation, attention, self-concept, attitudes, competitive anxiety, and goal-setting. Stress management techniques and other psychological skills applicable to the sport setting. (Variable)

KINES 6223. Advanced Strength and Conditioning — 3 hrs.

Scientific principles of strength and conditioning for the planning, monitoring and designing of training programs for a variety of athletes and purposes. (Variable)

KINES 6230. Curriculum Theory and Design in Physical Education — 3 hrs.

Investigation of the curriculum development process, standards based curriculum, contemporary models, selection and sequencing of developmentally appropriate content and activities K-college, and coaching curriculum. Intended to meet the needs and interests of K-12 teachers as well as college teacher/coaches. (Variable)

KINES 6231. Effective Teaching and Behavioral Management in Physical Education — 3 hrs.

Study of the skills and techniques that successful teachers use to make classes appropriate and beneficial for students. Discussion of effective discipline, motivation, and planning techniques. Includes techniques for self-study to determine teaching effectiveness and demonstrate student learning. Special focus on behavioral management strategies to enhance learning during physical education classes. (Variable)

KINES 6240. Advanced Adapted Physical Education — 3 hrs.

This advanced course will explore how to create physical education programs for students with disabilities. The course will present students with information about legislation, a variety of disabilities, advanced topics in assessment and curriculum related to Adapted Physical Education. (Variable)

KINES 6241. Advanced Assessment in Physical Education — 3 hrs.

This course will provide knowledge to students related to performance-based assessment in K-12 physical education. The course will focus on assessment driven instruction, different ways to measure student achievement in physical education, selection of a balanced and practical assessment approach in physical education classes. (Variable)

KINES 6251. Applied Analysis of Human Movement — 3 hrs.

Application of mechanical principles and concepts to human movement; emphasis on analysis of techniques employed in sports. Prerequisite(s): KINES 2050; KINES 3151; or equivalents. (Variable)

KINES 6253. Advanced Exercise Physiology and Assessment — 3 hrs.

Process of scientific inquiry into exercise physiology and assessment and interpretation of fitness assessment. Prerequisite(s): KINES 3153; KINES 3155/5155 or equivalent; BIOL 3101 or equivalent; BIOL 3102 or equivalent. (Variable)

KINES 6255. Advanced Motor Learning & Development — 3 hrs.

Study and application of research findings to motor learning and development, and the variables which influence it. (Variable)

KINES 6272. Principles of Sport Administration — 3 hrs.

This graduate course provides an overview of the principles of sport administration from an interdisciplinary perspective including topics such as Management and Leadership in Sport Administration, Sport Marketing and Communication, and Sport Facility and Event Management. (Variable)

KINES 6273. Contemporary and Inclusive Issues in Physical Education — 3 hrs.

Examination and analysis of continuing concerns and issues in the profession. Examination of strategies to fully engage all participants in physical education classes irrespective of a disability or any other attribute. (Variable)

KINES 6285. Readings in Kinesiology — 1-4 hrs.

May be repeated for maximum of 6 hours. (Fall, Spring, Summer)

KINES 6289. Seminar in Kinesiology — 1-3 hrs.

Special topics as indicated in the Schedule of Classes. May be repeated when topics vary up to a maximum of 12 credits. (Fall and Spring)

KINES 6290. Research Methods and Statistical Analyses — 3 hrs.

This course combines the study of research methods and commonly used statistical applications in Kinesiology. (Variable)

KINES 6293. Research Experience in Kinesiology — 1-2 hrs.

Research on problems other than those for the thesis or in regular course offerings. May be repeated for maximum of 6 hours. Prerequisite(s): consent of instructor. (Fall, Spring, Summer)

KINES 6295. Internship — 1-4 hrs.

Experience in non-school settings or agencies. May be repeated for maximum of 4 hours. Prerequisite(s): consent of Graduate Advisor. (Fall, Spring, Summer)

KINES 6297. Practicum — 1-9 hrs.

Practical experiences in Kinesiology. May be repeated for maximum of 9 hours. Prerequisite(s): consent of Graduate Advisor. (Fall, Spring, Summer)

KINES 6299. Research.

Fee assessed separately for laboratory materials and/or binding of thesis/research paper. May be repeated for maximum of 6 hours. Prerequisite(s): consent of department. (Fall, Spring, Summer)

American and foreign cultures. No credit on major or minor in foreign language. (Fall and Spring)

LANG 2020. Constructing Cross-Cultural Bridges — 3 hrs.

Within a Study Abroad experience, exploring multiple components of a specific culture firsthand; attention to the interrelationships among various cultural components such as history, religion, social values and practices, community organization, and language; course activities and requirements designed to increase intercultural understanding and effective interactions among individuals across different cultures. (Same as TESOL 3550) (Summer)

LANG 2030. Contemporary Culture and Identity: (Topic) — 3 hrs.

Designed for study abroad, this course will ask students to reflect on the role that culture plays in identity formation, comparing non-U.S. and U.S. cultures. May be repeated for credit under different topics. (Summer)

LANG 4093. Technology in Language Education — 3 hrs.

Based on current research and methodological approaches, enables critical selection, integration, and application of modern technology in language instruction. Prerequisite(s): for all students: junior standing. Prerequisites for Spanish Teaching majors and minors: SPAN 3001 or SPAN 3006 or SPAN 3050/5050. (Fall)

LANG 4198. Independent Study — 1-6 hrs.

(Variable)

LANG 4740/5740. Language Teaching Methods I — 3 hrs.

Approaches to teaching language that combine thematic, task-based, and communicative learning with a concern for students' individual differences. Attention to planning an effective lesson, including implementing language objectives, language teaching methods, and classroom management techniques that create a rigorous, positive, and equitable learning environment. Prerequisite(s) or corequisite(s): TESOL 3110 or TESOL 4120/5120 or SPAN 3001 or SPAN 3050/5050 or SPAN 3006; junior standing. (Fall and Spring)

LANG 4750. Assessment in Language Learning — 3 hrs.

Survey of basic principles for assessing second language learning and the critical tools that enable fair and effective assessment of listening, speaking, reading, and writing performance. Emphasis on authentic and alternative assessment and to applying assessment principles and tools to teaching practice. Prerequisite(s) or corequisite(s): LANG 4740/5740; junior standing. (Variable)

LANG 6090. Theory and Practice in Foreign Language Teaching — 1-3 hrs.

Synthesis of past and current theories of language acquisition with language teaching practice. May be repeated. Prerequisite(s): consent of instructor. (Fall)

LANG 6095. Research Methods in Culture and Literature — 3 hrs.

Prepares students in various aspects of cultural and literary criticism, use of critical approaches and latest library resources. Graduate students must take this course during first three resident semesters. (Fall and Spring)

LANG: Languages

Courses

LANG 2003. Preparation for Study Abroad — 2 hrs.

For students planning to study and travel abroad. Practical, social, geographic, and cultural aspects; some emphasis on contrasting

LIBRARY: Library

Courses

LIBRARY 1030. Beyond Google: An Introduction to Information Literacy — 1 hr.

Introduction to the formats of information, techniques of information retrieval, and the social, economic, ethical, legal and political issues associated with the use, abuse, and ownership of information. Open to freshmen and sophomores. (Offered during both halves of the fall and spring semesters). (Fall and Spring)

LIBRARY 1100. AI, Algorithms, and (Y)our Future — 1 hr.

A wandering across, around, and through some of the major promises and perils presented by artificial intelligence (AI) like the ethical, economic, political, and creative impacts of these technologies. We will examine how these changes may impact your life, your future career, and (y)our world. (Fall and Spring)

LIBRARY 2100. Who's Controlling (Y)our Information?: Access, Authority, and Technology — 3 hrs.

In today's information ecosystem, it is essential to look at trends and systems of information so we can better understand the impacts and challenges of these ever-changing technologies. We will wrestle with the realities of being informed, responsible, and engaged humans within systems that may be beyond (y)our control. (Fall and Spring)

LIBRARY 2300. Beyond the Hype: Artificial Intelligence as Information — 3 hrs.

Examine how AI is reshaping information and, in turn, all aspects of our individual and collective lives. Gain practical skills while developing critical thinking about who benefits, who doesn't, and how these technologies subtly shape your relationship with information and community. (Spring)

LIBRARY 6100. Information Literacy: Learning to Question in the 21st Century — 3 hrs.

This course focuses on historical and current perspectives in information literacy and the impact of readily accessible information on learning and life in the 21st century. (Fall)

LITED: Literacy Education

Courses

LITED 1044. Children's Literature — 3 hrs.

Evaluation, selection, and use of children's literature in a variety of environments and experiences. (Fall and Spring)

LITED 3000. Foundations of Reading Test Success.

0 hrs. This course provides essential information about the Foundations of Reading Test. It includes background information, support for successful testing specifically related to the FORT and additional resources for review. May be repeated. Offered as credit/no credit grading. Prerequisite(s): admitted to Teacher Education. (Fall, Spring, Summer)

LITED 3115. Methods of Teaching Early Literacy — 3 hrs.

Reading and writing instruction in grades PK-3, with an emphasis on integrating reading, writing, speaking, and listening, as well as integration across content areas. This course includes 5 hours of field experience. Prerequisite(s): Registration requires admission to Teacher Education program. Prerequisite(s) or corequisite(s): LITED 1044; must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

LITED 3116. Methods of Teaching Content Literacy in the Intermediate Grades — 3 hrs.

Reading and writing instruction in grades 3-6, with an emphasis on integrating reading, writing, speaking, and listening, as well as integration across content areas. This course includes 5 hours of field experience. Prerequisite(s): LITED 1044; junior standing. Requires admission to teacher education program. Prerequisite(s) or corequisite(s): must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall, Spring, Summer)

LITED 3119/5119. Language Development and Emergent Literacy — 3 hrs.

Theories underlying young children's acquisition of oral language and early reading and writing. Emphasis on implications for literacy curriculum in the primary grades and for addressing multilingual learners' rights and needs. Prerequisite(s): LITED 1044; junior standing. Students must earn a GPA of 2.50 or above in Literacy Education minor courses numbered LITED 3119/5119 or above and have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Variable)

LITED 3121/5121. Children's Literature for Diversity and Social Justice — 3 hrs.

Issues and trends in children's literature, including use in elementary school programs. Focus on values, uses, and controversies related to children's literature by and about major American minority groups, including ethnic, religious, and socioeconomic minorities. Prerequisite(s): LITED 1044; junior standing. Students must earn a GPA of 2.50 or above in Literacy Education minor courses numbered LITED 3119/5119 or above and have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Variable)

LITED 4117/5117. Methods of Teaching Content Literacy at the Middle and Secondary Levels — 3 hrs.

Literacy instruction in the middle and secondary grades, including understanding the reading process, literacy across the curriculum, improving fluency, and assessment of literacy. Prerequisite(s): junior standing. Registration requires admission to Teacher Education Program. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

LITED 4140/5140. Assessment and Evaluation of Literacy — 3 hrs.

Introductory course in evaluating reading, writing, and language of individual children through formative and summative assessments and instruction within a classroom setting. Includes group and individual evaluation, informal assessment procedures, selection of materials, and instructional strategies to meet the needs of individual learners. LITED 4140/5140 and LITED 4193/5193 are linked and co-taught. Prerequisite(s): LITED 1044 or ENGLISH 3940/5940 or consent of instructor; junior standing. Students must earn a GPA of 2.50 or above in Literacy Education minor courses numbered LITED 3119/5119 or above and have a Cumulative and UNI GPA of 2.50 or higher to enroll in this course--priority registration for Literacy Education minors, English teaching majors and minors. Corequisite(s): LITED 4193/5193. (Fall and Spring)

LITED 4147/5147. Advanced Literacy Practices — 3 hrs.

Selection, implementation, and interpretation of a variety of reading, writing, and language arts assessment procedures; small group literacy instruction, and, the development and implementation of effective individualized instructional programs. LITED 4147/5147 and LITED 4192/5192 are linked and co-taught. Prerequisite(s): LITED 1044 or ENGLISH 3940/5940; LITED 3115, LITED 3116, or LITED 4117/5117; LITED 3119/5119 or LITED 3121/5121;

LITED 4140/5140; or consent of instructor; junior standing. Students must earn a GPA of 2.50 or above in Literacy Education minor courses numbered LITED 3119/5119 or above and have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. Priority registration for Literacy Education minors and English teaching majors and minors. Corequisite(s): LITED 4192/5192. (Fall and Spring)

LITED 4192/5192. Experience in Literacy: Tutoring — 3 hrs.
Supervised tutoring in the University Reading Center or in a public school reading center. LITED 4147/5147 and LITED 4192/5192 are linked and co-taught. Prerequisite(s): LITED 4140/5140; junior standing. For the Literacy Education Minor, students must earn a GPA of 2.50 or above in Literacy Education minor courses numbered LITED 3119/5119 or above and have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. Corequisite(s): LITED 4147/5147. (Fall and Spring)

LITED 4193/5193. Experience in Literacy: Field — 1-2 hrs.
Supervised experience teaching in elementary or secondary reading programs. May be repeated for maximum of 4 hours. LITED 4140/5140 and LITED 4193/5193 are linked and co-taught. Prerequisite(s): junior standing. Students must earn a GPA of 2.50 or above in Literacy Education minor courses numbered LITED 3119/5119 or above and have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. Corequisite(s): LITED 4140/5140. (Fall and Spring)

LITED 6212. Methods and Materials in Literacy Education — 3 hrs.

Integrated approach to language learning within and across grades K-12, with a strong emphasis on reading and writing connections within content areas and across children's and young adult literature. Prerequisite(s): graduate standing; previous course work in literacy education or consent of instructor. (Variable)

LITED 6238. Advanced Assessment and Evaluation of Literacy Development — 3 hrs.

Experience in assessment and evaluation of literacy processes. An in depth examination of the interrelationship of assessment and evaluation to literacy development including current issues and practices. Prerequisite(s): graduate standing, previous course work in literacy education, or consent of instructor. (Variable)

LITED 6239. Advanced Literacy Curriculum Studies — 3 hrs.
Students locate, read, examine, analyze, and evaluate a variety of historical and contemporary research pieces on current issues and topics in literacy curriculum and instruction; make plans for research studies and write literature reviews, conference and grant proposals. Prerequisite(s): graduate standing or consent of instructor. (Variable)

LITED 6240. Language Development and Variability — 3 hrs.
Exploration of research on factors generally associated with variability in language and literacy development, on methods designed to promote language and literacy development, and on roles of teachers and parents in promoting this development in children with differences. Prerequisite(s): graduate standing, previous course work in literacy education, or consent of instructor. (Variable)

LITED 6245. Ideological, Cultural, and Sociopolitical Issues in Children's Literature — 3 hrs.

Advanced literacy course exploring ideological, cultural, social, and political issues in children's literature. Study in sociocultural contexts of literacy instruction, with critical analysis of literature as an instrument to inform and transform life as well as learning. Prerequisite(s): LITED 1044 or consent of instructor. (Variable)

LITED 6260. Roles of the Reading Specialist — 3 hrs.

Exploration of the five major leadership roles required of school personnel who serve as reading and language arts specialists. Prerequisite(s): graduate standing or consent of instructor. (Variable)

LITED 6289. Seminar — 2-4 hrs.

Seminar topics to be announced in Schedule of Classes. May be repeated for maximum of 4 hours. Prerequisite(s): consent of instructor. (Variable)

LITED 6290. Practicum in Literacy — 2-4 hrs.

Supervised experience in teaching and/or supervision of literacy instruction with licensed teachers who are serving in leadership roles in the area of literacy. May be repeated for maximum of 4 hours. Prerequisite(s): consent of instructor. (Variable)

LITED 6299. Research — 1-6 hrs.

Intended as the final course in the Curriculum and Instruction: Literacy Education program; focuses on completion of final research project and preparation for comprehensive examination in a collaborative seminar setting. Thesis requires a total of 6 hours. Non-thesis requires a total of 3 hours. Prerequisite(s): consent of department. (Fall, Spring, Summer)

LITED 7397. Practicum in Reading — 1-4 hrs.

Supervised professional experience teaching reading education courses at the university level or participating in reading program supervision and consulting within a school district. May be repeated for maximum of 4 hours. Prerequisite(s): consent of instructor. (Variable)

LRNTECH: Learning Technologies

Courses

LRNTECH 1031. Educational Technology and Design — 3 hrs.

This is a foundational course that prepares early childhood, elementary, and middle level pre-service educators to facilitate student learning in technology-rich Pre-K-12 environments. The course provides hands-on experiences that integrate technology, pedagogy, and content knowledge to support clearly-defined student learning outcomes. Pre-service teachers select and design technology-enhanced learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the classroom. In support of Iowa DoE's adoption of Computer Science Teachers Association (CSTA) Standards, the course includes a unit on integrating computer science and computational thinking in the mainstream K-12 curriculum. Students explore contemporary topics related to educational media and technology trends in education. (Fall and Spring)

LRNTECH 1200. Playgrounds to Pixels: Meaningful Gaming — 3 hrs.

Students will explore how games operate as powerful environments where people experience meaning. Through gameplay, we navigate success and failure, competition and cooperation, and structure and choice. These shape how we think, feel, and experience personal meaning across the gaming landscape. Gaming occurs on the playground, in fantastical realms on the table top, and in vivid video game landscapes. We use concepts from many fields like studies on motivation, learning sciences, design thinking, technology, game studies to reflect on how games and opportunities for play are crafted to create meaningful experiences. (Fall)

Course Descriptions

LRNTECH 2200. Gamecraft: From Mechanics to Meaning — 3 hrs.

Students will design games and study games as texts and literacies. They will view games as artistic works that express meaning through systems and mechanics that produce emotional and memorable player experiences. Students engage in a creative design process to prototype original games, developing design skills using iterative processes with aesthetic intent. In addition to original creation, they will interpret and critique games as expressions of emotion, meaning, and purpose using theoretical and ludic frameworks. (Spring)

LRNTECH 2600. From Player to Leader: The Esports Experience — 3 hrs.

This course explores the path from player to team leader in the world of esports through gameplay, coaching simulations, field experiences, and strategic analysis. Students will develop skills in examining motivation, developing communication, enhancing wellness, and crafting their own leadership approach in competitive gaming environments. (Spring)

LRNTECH 3600. Technology, Pedagogy, and Learning in the Digital Age — 3 hrs.

This course provides practical skills in integrating technology, pedagogy, and content knowledge, enabling educators to create engaging and accommodating learning environments. Emphasis is placed on developing proficiency in digital citizenship, media literacy, Universal Design for Learning (UDL), and integrating fundamental computer science and generative artificial intelligence (GenAI) concepts within school curriculum frameworks. Through hands-on activities, students learn to use appropriate technology to differentiate instruction and assessments to meet specific learning objectives. They will plan, design, and curate materials that foster creativity, collaboration, computational thinking, and problem-solving skills necessary for the digital age. (Fall and Spring)

LRNTECH 4110/5110. Foundations of Distance Learning and Development — 3 hrs.

This course offers students who are interested in online teaching with best practices and instructional principles essential for effective distance learning. It provides an overview of theoretical frameworks and explores emerging trends in distance education. Students will examine processes specific to online environments and evaluates relevant research in online education. Prerequisite(s): junior standing. (Spring)

LRNTECH 4120/5120. Designing Accessible and Inclusive Learning Environments — 3 hrs.

This course provides a comprehensive understanding of how to design digital learning experiences that are accessible and inclusive to all learners including those with disabilities. Students will explore the principles of the Universal Design for Learning (UDL), accessibility standards, and best practices for creating equitable digital environments. Additionally, the course includes a review of assistive technologies and their role in empowering learners with disabilities. Prerequisite(s): junior standing. (Spring)

LRNTECH 4131/5131. Selection and Application of Learning Technologies — 3 hrs.

This course explores the principles and methods of utilizing computer technology alongside various auditory, visual, and tactile instructional media and technologies. These tools are applied across diverse educational, instructional, informational, and communication settings. Additionally, the course covers research, instructional design skills, equipment operation, and materials production in relation to effective learning strategies. Prerequisite(s): junior standing. (Fall)

LRNTECH 4153/5153. Developing Digital Learning Environments — 3 hrs.

This course centers on instructional system design models for the systematic development of e-learning instruction. The course examines theories and practices within e-learning environments, with an emphasis on enhancing usability and accessibility. It includes instructional methods for assessing learner needs, selecting and implementing suitable technologies, and evaluating the overall effectiveness of e-learning initiatives. Students are tasked with applying their skills to integrate instructional technology effectively, enabling them to plan, create, and manage e-learning projects in a real-world setting. Prerequisite(s): junior standing. (Fall)

LRNTECH 4160. Learning Technology Projects — 1-3 hrs.

Independent learning technology projects. Credit to be determined at the time of registration; project, credit, and evaluation criteria require advance consent of instructor. May be repeated for a maximum of 3 hours. (Variable)

LRNTECH 4186/5186. Studies in Learning Technology — 1-3 hrs.

Individualized study of a specific problem or application in an area as determined by instructor and student. Prerequisite(s): junior standing. (Fall, Spring, Summer)

LRNTECH 4189. Readings in Learning Technology — 1-3 hrs.

Independent instructional technology projects. Credit to be determined at time of registration; project, credit and evaluation criteria require advance consent of instructor. (Fall, Spring, Summer)

LRNTECH 6205. Understanding and Evaluating Research — 3 hrs.

This course is designed to familiarize students with the process of reading for understanding and evaluating research reports. This course emphasizes becoming proficient consumers of research by gaining the skills necessary to critically evaluate published research findings from any field. The focus of this course is to become familiar with the sections of research reports, the jargon, and how to read with criticality in order to effectively evaluate the potential usefulness of any research report. (Fall)

LRNTECH 6208. Enhancing Learning Through Action Research — 3 hrs.

Action research engages educators with systematic investigation of practical solutions that improve their teaching practice. This course engages students in creating an action research proposal and preparing an IRB application for research. This proposal may be used as a starting point for the final masters paper. Prerequisite(s): LRNTECH 6240. (Fall)

LRNTECH 6215. Designing and Implementing Professional Development — 3 hrs.

This course emphasizes planning and producing activities essential for creating effective professional development in a range of formats. This course provides students with the vision and skill to design professional development experiences in a variety of formats, including flipped, hybrid, web-enhanced, and fully online. Students in the cohort will collaborate on the development, marketing, and implementation of a professional development conference, webinar, or other PD experience offered to a real-world audience. Prerequisite(s): LRNTECH 6240. (Variable)

LRNTECH 6216. Adult Learning Instructional Strategies — 3 hrs.

The focus of this course is adult learning theories and practices and their application to designing instruction. The course covers basic instructional design concepts followed by a comprehensive exploration

of andragogy and adult learning theories and practices. Emphasis is placed on the distinctions between creating instructional materials for adults versus traditional pedagogical approaches. The course integrates andragogical practices with learning theories applicable to adult learners in the digital age. (Fall)

LRNTECH 6237. Creating Change through Digital Leadership — 3 hrs.

Explores leading change towards 21st century learning. Change theory is introduced and then applied to everyday educational systems. Leadership skills are developed through both theory and practical applications. (Fall)

LRNTECH 6238. Topics and Emerging Trends in Learning Technology — 3 hrs.

This course is tailored for educators and trainers that focuses on the latest advancements and emerging trends in learning technologies. As the landscape of learning technology evolves, so too will the topics covered in this course. The primary objective is to empower educators and trainers with the essential skills necessary to integrate current and emerging learning technologies into their professional settings. (Summer)

LRNTECH 6240. Instructional Design for 21st Century Learning — 3 hrs.

This course is designed to equip students with the skills necessary to effectively plan, develop, implement, and evaluate instructional strategies across diverse learning environments. This project-based course integrates instructional design models with contemporary learning theories, enabling students to craft instruction for both educational and professional contexts, and is tailored to large-group, small-group, and individual learners. (Spring)

LRNTECH 6245. Creating Educational Multimedia Content — 3 hrs.

This course introduces students to the principles and practical skills necessary for producing effective instructional media materials. Throughout the course, students will be involved in hands-on projects of various aspects of media production, focusing on creating content that enhances learning experiences in diverse educational settings. (Summer)

LRNTECH 6250. Writing a Graduate Paper/ePortfolio — 3 hrs.

This course refines skills in writing a Masters level Literature Review through the research, reading, writing and formatting of the paper. The Masters ePortfolio is organized, formatted and development begun. (Fall)

LRNTECH 6260. Advanced Learning Technology Projects — 1-3 hrs.

Independent learning technology projects. Credit to be determined at time of registration; project, credit and evaluation criteria require advance consent of instructor. May be repeated for maximum of 3 hours. (Fall, Spring, Summer)

LRNTECH 6285. Readings in Learning Technology — 1-3 hrs.

Reviews individualized selected readings in an area of emphasis as determined by instructor and student. May be repeated for maximum of 3 hours. (Fall, Spring, Summer)

LRNTECH 6286. Studies in Learning Technology — 1-3 hrs.

Individualized study of a specific problem or application in an area as determined by instructor and student. (Fall, Spring, Summer)

LRNTECH 6289. Seminar in Learning Technology — 3 hrs.

Provides the opportunity for candidates to explore a variety of topics in preparation for their profession. (Variable)

LRNTECH 6297. Practicum in Learning Technology — 2-3 hrs.

Students will be provided the opportunity to spend significant time on-site in a supervised position. This practicum experience assists students in discovering, developing and refining necessary competencies and skills for their proposed career goals. (Variable)

LRNTECH 6298. Capstone Field Experience — 3 hrs.

This course provides students with the practical application of a capstone field experience within the context of their current educational, corporate, or other professional work environment. The course is an opportunity for students to apply the knowledge and skills learned throughout the program to facilitate a hands-on, capstone instructional experience relevant to their work setting. The outcome of this course is a comprehensive set of curricular or training materials directly applicable to the vocational environment.

LRNTECH 6299. Research — 3 hrs.

Students complete their masters literature review/project report/original research/journal article during this course. This is the final course of the program. Prerequisite(s): consent of department. (Fall, Spring, Summer)

LRNTECH 7340. Designing Instructional Systems — 3 hrs.

This doctoral level course engages students in creating innovative instructional projects by applying current research, multiple instructional design models and learning theories in the systematic instructional design process. (Variable)

MATH: Mathematics

TO MEET ANY COURSE PREREQUISITE, GRADE OF C- OR HIGHER IS REQUIRED IN THE PREREQUISITE COURSE.

Courses

MATH 100. Intermediate Algebra — 3 hrs.

Fundamental mathematical concepts; functions and graphs; solutions of equations; systems of equations and inequalities; matrices and determinants. Does not count toward minimum hours required for baccalaureate degree. (Fall)

MATH 1000. Exploring Social Justice Issues through Mathematics — 3 hrs.

Exploration of a number of social justice issues through the lens of mathematics. Students will explore, understand, and respond to local and global social justice issues using mathematical concepts and ideas including geometry, statistics, and algebra. (Variable)

MATH 1100. Mathematics in Decision Making — 3 hrs.

Selection of mathematical topics and their applications with an emphasis on mathematical reasoning. Topics include probability and statistics. (Fall and Spring)

MATH 1110. Analysis for Business Students — 3 hrs.

Analysis and interpretation of data using numerical, graphical, and functional viewpoints; linear and exponential functions; modeling data using functions. No credit for students with credit in MATH 1140 or MATH 1120. Prerequisite(s): Satisfactory score on ALEKS exam. (Variable)

MATH 1120. Mathematics for Biological Sciences — 3 hrs.

Proportional reasoning, linear functions and linear regression, exponential functions, and logarithmic functions with scientific applications. No credit for students with credit in MATH 1110 or MATH 1140. Prerequisite(s): Satisfactory score on ALEKS exam. (Variable)

Course Descriptions

MATH 1130. Trigonometry — 2 hrs.

Trigonometric functions, solution of triangles and applications of simple harmonic motion, polar coordinates, and vectors. No credit for students with credit in MATH 1140. Prerequisite(s): Satisfactory score on ALEKS exam. (Spring)

MATH 1140. Precalculus — 4 hrs.

Pre-calculus mathematics; equations and inequalities; logarithms, exponential and circular functions; analytic trigonometry, analytic geometry, mathematical induction; applications. Credit reduced to 1 hour for students with credit in MATH 1110 or MATH 1120, and to 2 hours for students with credit in MATH 1130. Prerequisite(s): Satisfactory score on ALEKS exam. (Fall)

MATH 1150. Calculus for Technology — 4 hrs.

Survey of analytic geometry and elementary calculus with emphasis on applications. May not be applied to Mathematics major or minor. Prerequisite(s): Satisfactory score on ALEKS exam. (Spring)

MATH 1160. Calling Hogwash: Mathematics for Critical Thinking — 3 hrs.

This course will discuss how mathematics, statistics, and "mathematics" are used to persuade people, and to spread hogwash with a veneer of scientific credibility. Example topics include uses and abuses of data visualization, choices in measures of center and spread, selective use of percentages, truncating axes, the relationship between correlation and causation, forms of bias, and abuses of Big Data. There will be discussions, videos, readings, and examples from current traditional and social media. There will be at least one project where students will apply these techniques to attempt to persuade their classmates of something important to them. (Variable)

MATH 1204. Mathematical Reasoning — 3 hrs.

Mathematics as problem solving, communication, connections, and reasoning. Includes whole numbers, rational number concepts, operations, and connections to algebraic thinking. (Fall and Spring)

MATH 1310. Technology for Secondary Mathematics Teachers — 3 hrs.

Introduction to technologies (calculators, spreadsheets, and dynamic geometric and statistical programs) used in mathematics classrooms (5-12). Activities to develop facility with the technologies while addressing mathematics and pedagogical implications. (Fall)

MATH 1420. Calculus I — 4 hrs.

Limits, differentiation, introduction to integration including the fundamental theorem of calculus. Prerequisite(s): Satisfactory score on ALEKS exam. (Fall and Spring)

MATH 1421. Calculus II — 4 hrs.

Integration techniques, sequences and series, applications. Prerequisite(s): C- or better in MATH 1420. (Fall and Spring)

MATH 1900. Mathematical Problem Solving — 1 hr.

Basic techniques used to solve challenging mathematics problems. Problems considered will come from a broad range of courses. Prepares students to take the William Lowell Putnam Examination and the Iowa Collegiate Mathematics Competition. May be repeated. (Fall and Spring)

MATH 2204. Mathematical Reasoning for Elementary Teachers II — 3 hrs.

Mathematics as problem solving, communication, connections, and reasoning. Includes data analysis, probability, and algebraic reasoning. Activities connected to elementary school mathematics. Designed for elementary education majors. Prerequisite(s): MATH 1204. (Fall and Spring)

MATH 2303. Introduction to Teaching Secondary Mathematics — 3 hrs.

Students will be introduced to National Council of Teachers of Mathematics Principles and Standards and research-based methods of teaching secondary mathematics while learning ways to teach proportional reasoning and rational numbers. A grade of C or better is required for MATH 3304. Prerequisite(s): admitted to Teacher Education; sophomore standing. (Spring)

MATH 2313. Topics in Secondary Mathematics — 3 hrs.

Investigation of selected topics from algebra, geometry and data analysis. Reasoning about topics in the context of the secondary mathematics curriculum. (Spring)

MATH 2422. Calculus III — 4 hrs.

The derivatives and integrals of multi-variable functions and their applications; Gauss', Green's, and Stokes' theorems. Prerequisite(s): C- or better in MATH 1421. (Fall and Spring)

MATH 2500. Linear Algebra for Applications — 3 hrs.

Gaussian elimination; matrix algebra; vector spaces, kernels, and other subspaces; orthogonal projection; eigenvalues and eigenvectors. Prerequisite(s): MATH 1420. (Fall and Spring)

MATH 2900. Discrete and Argumentative Mathematics — 3 hrs.

Logical argument techniques. The writing process in a mathematical context. Theory of sets, functions, and relations. Elements of graph theory. Prerequisite(s): MATH 1420. (Fall)

MATH 3203. Teaching Mathematics in the Elementary School — 3 hrs.

Effective instructional models and strategies for teaching elementary school mathematics; involves selecting and designing mathematical tasks, creating an environment, and orchestrating discourse. Using and supplementing mathematics materials within a sound psychological framework for making instructional decisions. Prerequisite(s): MATH 3204; UNI and cumulative GPA of 2.50 or better; full admission to teacher education is required. (Fall, Spring, Summer)

MATH 3204. Mathematical Reasoning for Elementary Teachers III — 3 hrs.

Mathematics as problem solving, communication, connections, and reasoning. Includes geometry, measurement, and proportionality. Activities connected to elementary school mathematics. Designed for elementary education majors. Prerequisite(s): MATH 2204 or department consent; UNI and cumulative GPA of 2.50 or better. (Fall and Spring)

MATH 3211. Algebra — 3 hrs.

Investigation of problems involving patterns, variables, relations, functions, and their graphs. Exploration and representation of these problems using physical models and technology. Prerequisite(s): MATH 2204 or Math Teaching Major. (Fall and Spring)

MATH 3212. Introduction to Geometry and Measurement for K-8 Teachers — 3 hrs.

Van Hiele levels of thinking. Investigation of two- and three-dimensional concepts, rigid transformations, symmetry, and spatial sense. Prerequisite(s): MATH 3204 or Math Teaching Major. (Fall and Spring)

MATH 3213. Topics in Mathematics for Grades K-8 — 3 hrs.

Investigation of number theory, extending ratio, proportion and probability with connections to rational numbers, algebra and geometry. Reasoning about topics in the context of the K-8 mathematics curriculum. Prerequisite(s): MATH 1204 or MATH 2313. (Fall and Spring)

MATH 3214. Problem Solving in Mathematics for K-8 Teachers — 3 hrs.

Strategies for constructing and communicating a mathematics problem-solving process. Analysis of resources and strategies to generate mathematics tasks and to create an effective problem-solving environment. Problem solving as a means of constructing mathematics knowledge. Prerequisite(s): MATH 1204 or Math Teaching Major. (Fall and Spring)

MATH 3302. Field Experience in Teaching Secondary Mathematics — 1 hr.

Field experience in which students are actively involved in preparing and teaching lessons in 6-12 mathematics classrooms. Teacher candidates will spend a minimum of 30 hours in math classrooms. In preparing, teaching and reflecting on their lessons, teacher candidates will be expected to draw on theory and research related to teaching and learning processes, motivation, and classroom management and to discuss these theory/practice connections in required written assignments. Offered on credit/no credit basis only. Corequisite(s): MATH 3304. (Variable)

MATH 3304. The Teaching of Secondary Mathematics — 3 hrs.

Mathematics teaching strategies for grades 5-12; roles of content and methods; addressing the needs of diverse learners in secondary mathematics classes; assessing teaching and learning of secondary mathematics. A grade of C or better is required to be eligible for student teaching. Prerequisite(s): EDPSYCH 3148; MEASRES 3150; MATH 3610/5610 or MATH 3600; a grade of C or better in MATH 2303. (Variable)

MATH 3305. Connections: University Mathematics and the Secondary Curriculum — 3 hrs.

Connections between the undergraduate mathematics major and the secondary mathematics curriculum. Consideration of modern algebra, modern geometry, probability and statistics, calculus and number theory in the context of the secondary mathematics curriculum. Prerequisite(s): EDUC 2343. Prerequisite(s) or corequisite(s): MATH 4500/5500. (Spring)

MATH 3410/5410. Dynamical Systems: Chaos Theory and Fractals — 3 hrs.

Historical background, including examples of dynamical systems; orbits, fixed points, and periodic points; one-dimensional and two-dimensional chaos; fractals: Julia sets, the Mandelbrot set, and fractal dimension; computer programs and dynamical systems. Prerequisite(s): MATH 1421; MATH 2500; junior standing. (Even Falls)

MATH 3425/5425. Differential Equations — 3 hrs.

Elementary theory and applications of first order differential equations; introduction to numerical techniques of solving differential equations; solutions of nth order linear differential equations with constant coefficients. Prerequisite(s): MATH 2422; MATH 2500; junior standing. (Odd Falls)

MATH 3430/5430. Partial Differential Equations — 3 hrs.

Study of applied partial differential equations using heat, wave, and potential equations as basis; Fourier series and integrals; Laplace transformations. Prerequisite(s): MATH 3425/5425; junior standing. (Even Springs)

MATH 3440/5440. Numerical Analysis — 3 hrs.

Theory and application of standard numerical techniques dealing with nonlinear equations, systems of linear equations, interpolation and approximation, numerical differentiation and integration.

Prerequisite(s): MATH 1421; MATH 2500; CS 1130 or CS 1160 or CS 1510 or equivalent; junior standing. (Odd Springs)

MATH 3530. Combinatorics — 3 hrs.

Various ways to enumerate elements of a set and graph theory. Appropriate for mathematics, mathematics education, computer science, and actuarial science students. Prerequisite(s): MATH 2900 or CS 1800. (Fall and Spring)

MATH 3600. Euclidean Geometry — 3 hrs.

Topics in elementary plane geometry from an advanced standpoint; triangles, circles, regular polygons, compass and straightedge constructions, figures of equal area; the axiomatic method including making definitions, conjectures, arguments, and theorems.

Prerequisite(s): MATH 1420 or equivalent. (Spring)

MATH 3610/5610. Modern Geometries — 3 hrs.

Euclid's postulates serve as a model for studying various axiomatic systems defining incidence geometries. Geometries include finite geometries, plane geometry, neutral geometry, taxicab geometry, spherical geometry, and hyperbolic geometry. Prerequisite(s): MATH 2900 or MATH 3600; junior standing. (Variable)

MATH 3630/5630. Differential Geometry — 3 hrs.

Analytic study of curves and surfaces in three-dimensional Euclidean space. Prerequisite(s): MATH 2422; MATH 2500; junior standing. (Variable)

MATH 3640/5640. History of Mathematics — 3 hrs.

Survey of mathematical activities of humankind in numeration and number systems, algebra, number theory, and calculus from pre-history through the present day. Motives, influences, and methods affecting development of these mathematical topics in Mesopotamian, Egyptian, Greek, Islamic, Indian, Chinese, Native American, and Western civilizations. Ethnomathematics as related to these topics. Prerequisite(s): junior standing. (Variable)

MATH 3750. Statistics and Data Science for Secondary Teachers — 3 hrs.

Descriptive statistics and graphical representations, probability and distributions, tests of statistical significance, statistical association, and data science concepts relevant for teaching in the secondary grades. Specific attention devoted to the use of technology in motivating and explaining concepts and techniques. Prerequisite(s): STAT 1772 or equivalent. (Fall)

MATH 3751. Probability and Statistics — 3 hrs.

Descriptive statistics and graphical representations, basic concepts of probability and distributions, random variables, expectations, sampling theory, tests of statistical significance. Specific attention devoted to the use of technology in motivating and explaining concepts and techniques. (Same as STAT 3751) (Variable)

MATH 3752/5752. Introduction to Probability — 3 hrs.

Axioms of probability, sample spaces having equally likely outcomes, conditional probability and independence, random variables, expectation, moment generating functions, jointly distributed random variables, weak law of large numbers, central limit theorem. Prerequisite(s): MATH 1421; junior standing. (Same as STAT 3752/5752) (Fall and Spring)

MATH 3780/5780. Mathematics of Finance — 3 hrs.

Measurement of interest, annuities, yield rates, amortization and sinking funds, bonds, term structure of interest rates, interest rate sensitivity, stocks and derivatives, elements of risk management. Prerequisite(s): MATH 1420; junior standing. (Same as ACT SCI 3780/5780) (Spring)

Course Descriptions

MATH 4198. Independent Study.
(Variable)

MATH 4420/5420. Advanced Calculus I — 3 hrs.

Algebraic and topological structure of the reals; limits and continuity; theory of differentiability of functions of a single real variable.

Prerequisite(s): MATH 1421; MATH 2900 or consent of the instructor; junior standing. (Fall)

MATH 4421/5421. Advanced Calculus II — 3 hrs.

Riemann integration; sequences and series of functions; introduction to Lebesgue integration. Prerequisite(s): MATH 4420/5420; junior standing. (Spring)

MATH 4460/5460. Introduction to Complex Analysis — 3 hrs.

Algebraic and geometric structure of complex number system; elementary functions and mappings; differentiation and integration of functions of a single complex variable; analytic and harmonic functions. Prerequisite(s): MATH 2422; junior standing. (Odd Falls)

MATH 4500/5500. Modern Algebra I — 3 hrs.

Basic properties of rings, integral domains, and fields. Polynomials over fields. Ideals and quotient rings. Introduction to groups.

Prerequisite(s): MATH 2500; MATH 2900; junior standing. (Fall)

MATH 4501/5501. Modern Algebra II — 3 hrs.

Groups, homomorphisms, and quotient groups. Field extensions, straightedge and compass constructions. Additional topics from group theory and field theory. Prerequisite(s): MATH 4500/5500; junior standing. (Spring)

MATH 4510/5510. Elementary Number Theory — 3 hrs.

Topics from properties of integers, prime numbers, congruences, cryptography, Pythagorean triples, Diophantine equations, Fermat's last theorem, Fibonacci numbers, and the golden rectangle. Also, number theoretic connections to abstract algebra. Prerequisite(s): MATH 2900; junior standing. (Spring)

MATH 4520/5520. Computational Linear Algebra — 3 hrs.

Students will learn the essential matrix and vector concepts and computational tools needed to understand, implement, and analyze core machine learning algorithms and data pipelines. Prerequisite(s): MATH 2500; junior standing. (Fall)

MATH 4540/5540. Introduction to Optimization — 3 hrs.

Foundations of smooth optimization, descent methods; constrained optimization techniques; nonsmooth optimization methods; convex optimization algorithms; least squares. Prerequisite(s): MATH 2422; MATH 2500; junior standing. (Fall)

MATH 4615/5615. Geometric Transformations — 3 hrs.

Isometries of the plane in context of Klein's definition of a geometry as a group acting on a set of points. Rotations, reflections, and translations are used to study congruence, similarity, and symmetry and to solve problems that would otherwise be difficult using analytic geometry and calculus. Prerequisite(s): MATH 2500; junior standing. (Fall)

MATH 4641/5641. Topology I — 3 hrs.

Introductory study of metric spaces, completeness, topological spaces, continuous functions, compactness, connectedness, separability, product, and quotient spaces. Prerequisite(s): MATH 2422; MATH 2500; junior standing. (Even Springs)

MATH 4790/5790. Mathematics of Deep Learning — 3 hrs.

Mathematics of building and training artificial neural networks, deep neural networks, convolutional neural networks, and recurrent neural networks; reinforcement learning. Prerequisite(s): MATH 2422;

MATH 4520/5520; MATH 3752/5752 or STAT 3752/5752; STAT 4784/5784; junior standing. (Spring)

MATH 4900. Senior Mathematics Seminar — 1 hr.

Researching and writing a paper exploring specific theme, topic, or problem in mathematics, culminating with oral presentation to the class. Prerequisite(s): senior mathematics major. (Fall and Spring)

MATH 4990. Undergraduate Research in Mathematics — 3 hrs.

Research on selected topic in mathematics with faculty supervision. Presentation of written paper at departmental seminar. Prerequisite(s): completion of the major core with minimum GPA of 3.00. (Fall and Spring)

MATH 6201. Foundations of Mathematics Education — 3 hrs.

Introduces current recommendations and policies regarding mathematics goals, content, frameworks, instructional strategies, and curricula. Investigates topics and documents with a focus on application and impact to classrooms. (Variable)

MATH 6205. Teaching Rational Numbers and Proportionality — 3 hrs.

Examination of literature, problems, and issues related to teaching fractions, decimals, ratios, proportion, and percent. Exploration of innovative strategies for developing concepts, skills, and proportional reasoning. Prerequisite(s): MATH 6201 or consent of department. (Variable)

MATH 6209. Mathematics Curriculum and Assessment — 3 hrs.

In this course, students will explore various curricula and strategies and practices for assessing students' thinking and performance. Multiple curricula and forms of quality assessment will be considered, with an emphasis on formative assessment, aligning assessment to instruction, and interpreting evidence. (Even Falls)

MATH 6212. Foundations of Algebraic Reasoning — 3 hrs.

Examination of algebraic standards, content, instructional strategies and curricula. Focus on application and impact on classroom practice, planning, and assessment in algebra. Focus on change in one's teaching and curriculum. (Summer)

MATH 6215. Foundations of Geometric Reasoning — 3 hrs.

Examine geometric standards, content, methods and curricula. Analyze student thinking, examine van Hiele levels and expand conceptions of proof. Focus on impact on one's own practice, planning and assessment. (Variable)

MATH 6216. Number and Operations — 3 hrs.

Examination of literature, problems, and issues related to the teaching of number and operations, with emphasis on whole numbers, decimals, and fractions. Reasoning about topics in the context and pedagogy of the K-8 mathematics curriculum and exploration of innovative problem solving strategies. (Even Summers)

MATH 6225. Teaching and Learning Mathematics — 3 hrs.

Exploration of instructional strategies to support mathematical learning of K-16 students with focus on your own practice. This includes establishing mathematical goals for learning, selecting appropriate tasks, facilitating classroom discourse, building conceptual understanding from procedural fluency, and using technology to enhance instruction. (Even Springs)

MATH 6227. Data Analysis, Probability, and Discrete Mathematical Reasoning — 3 hrs.

In this course, students will explore data collection, display, and interpretation methods including measures of central tendency; theoretical and empirical probability of single- and multi-stage events; and apportionment, fair division, and counting. Concepts will

be explored through and connected to best mathematical teaching practices. (Odd Falls)

MATH 6236. Equity and Mathematics Education — 3 hrs.

Examines theories of race, gender, social class, and sexuality and how these theories play out in K-16 mathematics classrooms. Exploration of historical, political, and pedagogical issues within mathematics education. Includes history of treatment of minorities in mathematics education, teaching mathematics for social justice, culturally relevant mathematics pedagogy, and other pedagogies and theories related to teaching socioculturally diverse students. (Odd Springs)

MATH 6299. Research.

Prerequisite(s): consent of department. (Variable)

MATH 6370. Applied Linear Statistical Methods — 3 hrs.

Elements of experimental design. Statistical inferential processes, confidence intervals and hypothesis tests, for comparing means, medians and proportions from multiple groups. Prerequisite(s): STAT 1772, MATH 3751 or consent of instructor. (Fall and Spring)

MATH 6371. Probability and Statistical Inference — 3 hrs.

Discrete and continuous random variables, central limit theorem, regression, correlation, analysis of covariance and categorical data analysis. Multiple regression, ANOVA and categorical data analysis will provide students with tools to analyze real data sets. Prerequisite(s): STAT 1772 or MATH 3751 or consent of instructor. (Variable)

MATH 6381. Current Research in Mathematics Education — 3 hrs.

Understand purposes and methods of research in mathematics education with a focus on action research. Review mathematics education research and its implications for instruction. Conduct a classroom-based action research project. Prerequisite(s): MATH 6201 or consent of department. (Variable)

MATH 6410. Foundations of Calculus — 3 hrs.

Fundamentals of Calculus from the viewpoint of exploring reasons for the details that support Differential and Integral Calculus. Emphases on examples and proving justifications for a variety of mathematical statements. (Variable)

MATH 6420. Mathematical Analysis I — 3 hrs.

Set theory; the real number system; Lebesgue measure; Lebesgue integral. Prerequisite(s): MATH 4420/5420. Corequisite(s): MATH 4421/5421 or consent of instructor. (Fall)

MATH 6421. Mathematical Analysis II — 3 hrs.

Differentiation and integration; classical Banach spaces; metric spaces; general measure and integration theory. Prerequisite(s): MATH 6420. (Spring)

MATH 6460. Complex Analysis I — 3 hrs.

Analyticity; differentiation and integration of functions of one complex variable; power series, Laurent series; calculus of residues. Prerequisite(s): MATH 4420/5420; MATH 4460/5460; or consent of instructor. (Spring)

MATH 6461. Complex Analysis II — 3 hrs.

Analytic continuation; harmonic functions; entire functions; conformal mapping; selected applications. Prerequisite(s): MATH 6460. (Variable)

MATH 6500. Abstract Algebra I — 3 hrs.

Groups: quotient groups, isomorphism theorems, products of groups, group actions, Sylow theorems, solvable and nilpotent groups. Rings and fields: quotient rings, rings of polynomials, integral domains,

fields of fractions. Prerequisite(s): MATH 4500/5500. Corequisite(s): MATH 4501/5501 or consent of instructor. (Fall)

MATH 6501. Abstract Algebra II — 3 hrs.

Rings: arithmetic properties, prime and maximal ideals, Noetherian rings. Modules and vector spaces: linear transformations, free modules, finitely generated modules over PIDs, canonical forms. Fields: field extensions, Galois theory, solvability by radicals. Prerequisite(s): MATH 6500. (Spring)

MATH 6504. Advanced Linear Algebra — 3 hrs.

Vector spaces, linear transformations, matrices, eigenvalues and eigenvectors, canonical forms, bilinear and quadratic forms. Prerequisite(s): MATH 2500 or consent of instructor. (Odd Summers)

MATH 6510. Theory of Numbers — 3 hrs.

Mathematical study of integers: induction, divisibility, prime numbers, congruences, quadratic reciprocity, multiplicative functions. (Variable)

MATH 6520. Complex Functions and Solving Polynomial Equations — 3 hrs.

Complex numbers, complex functions, solution methods for polynomial equations of small degree, insolubility of the quintic via surfaces and monodromy. Prerequisite(s): MATH 6504. (Odd Falls)

MATH 6530. Topics in Discrete Mathematics — 3 hrs.

Topics from combinatorics, graph theory, analysis and application of algorithms, recurrence relations, difference equations, linear programming, and mathematical induction. Applications of these topics in the secondary curriculum. Prerequisite(s): MATH 3530 or MATH 4500/5500. (Variable)

MATH 6640. Topics in the History of Mathematics — 3 hrs.

Topics from history of algebra, analysis, arithmetic, geometry, number theory, probability, and topology as they appear in the development of Mesopotamian, Greek, Islamic, Indian, Chinese, and Western civilizations. May be repeated on different topic with consent of instructor. Prerequisite(s): MATH 3640/5640. (Variable)

MATH 6650. Topics in Mathematical Logic and Set Theory — 3 hrs.

Topics from the predicate calculus and first-order mathematical theories; the Godel completeness and incompleteness theorems; algebraic and many-valued logic; Boolean algebras, lattices, representation theorems, and models in set theory and mathematical logic; independence of the axioms of set theory (including the axiom of choice and the continuum hypothesis). May be repeated on different topic with consent of instructor. (Variable)

MATH 6670. Non-Euclidean Geometry — 3 hrs.

Historical development of geometry models that do not assume Euclid's fifth postulate. Emphasis on Poincare's disc and upper half-plane models, distance and area in the hyperbolic plane, and Mobius transformations. Prerequisite(s): MATH 2500; MATH 4500/5500; MATH 3610/5610 or MATH 3600. (Variable)

MATH 6745. Deterministic Operations Research — 3 hrs.

Overview of optimization models, mathematical programming (linear, integer, goal), optimization software LINGO, transportation and assignment problems, network models (shortest-path, maximum-flow), multi-period planning problems. Prerequisite(s): MATH 2422; MATH 2500. (Fall and Spring)

MATH 6746. Probabilistic Operations Research — 3 hrs.

Decision making under uncertainty, Markov chains, deterministic and probabilistic dynamic programming, inventory control, production scheduling, supply chain management, portfolio optimizations.

Course Descriptions

Prerequisite(s): MATH 2422; MATH 2500, MATH 3752/5752. (Same as STAT 6746) (Fall and Spring)

MATH 6747. Discrete-Event System Simulation — 3 hrs.

Discrete-event systems simulation theory including input analysis, output analysis; applications of simulation software ARENA to studying performances of systems such as bank services, call centers, material-handling systems, and computer networks. Prerequisite(s): MATH 2422; STAT 1772. (Same as STAT 6747) (Fall and Spring)

MATH 6748. Modeling Industrial Systems Using Queueing Networks — 3 hrs.

Queueing networks, applications to modeling and evaluating industrial systems such as flexible manufacturing systems, pull-type production systems, polling systems in computer networks, handoff schemes in cellular mobile networks; computational package MATLAB. Prerequisite(s): MATH 2422; MATH 2500; MATH 3752/5752. (Same as STAT 6748) (Fall and Spring)

MATH 6779. Topics in Probability and Statistics — 3 hrs.

Topics from correlation and regression analysis, analysis of variance and co-variance, non-parametric methods, order statistics. May be repeated on different topic with consent of instructor. Prerequisite(s): consent of instructor. (Same as STAT 6779) (Variable)

MATH 6795. Industrial Internship/Project — 6 hrs.

Mathematical analysis of industrial problems. Features work on a project of interest to a cooperating company. Oral and written reports required on the project. Prerequisite(s): approval of graduate coordinator and admittance to the P.S.M. program. (Variable)

MATH 6796. PSM Capstone Project — 3 hrs.

Mathematical/statistical modeling and analysis of a problem arising in industrial applications. Oral and written reports required on the project. Prerequisite(s): Approval of PSM-Industrial Mathematics coordinator and admittance to the PSM program in Industrial Mathematics. Completion of at least 9 hours in the PSM-Industrial Mathematics program. (Variable)

MEASRES: Measurement and Research Courses

MEASRES 3150. Classroom Assessment — 2 hrs.

This course is an introduction to the purposes and development of classroom assessment with a focus on diagnostic, formative, and summative assessment. Additional course topics include assessment ethics, standards of quality in assessment, communication of assessment data, the use of assessment data to make instructional decisions, and standardized assessment. Physical Education majors may substitute KINES 3174 for MEASRES 3150. Early Childhood Education majors and Music Education majors will be waived from MEASRES 3150. Prerequisite(s): EDPSYCH 2030. Registration requires full admission to the Teacher Education Program. Must have a cumulative 2.50 GPA or higher to enroll in this course. Prerequisite(s) or corequisite(s): EDPSYCH 3148. (Fall, Spring, Summer)

MEASRES 3510. Assessment for Learning — 3 hrs.

This course will focus on the Multi-Tiered Systems of Support (MTSS) framework and the knowledge and skills needed to use data to inform instruction. Students will learn to design, adapt, or select appropriate assessments to match learning goals, analyze the assessment results, and use the results to plan appropriate instruction

for both individual and groups of students across various populations. The use of technology to support data analysis, as well as instruction and/or intervention planning and implementation will also be discussed. (Fall and Spring)

MEASRES 4181/5181. Educational Evaluation in Teaching — 3 hrs.

Principles of measurement and evaluation in the elementary, secondary, and postsecondary schools. Test construction techniques for written tests and performance tests, with norm-referenced and criterion-referenced interpretations; uses of teacher-made instruments and standardized tests. Prerequisite(s): EDPSYCH 3148; MEASRES 3150 or equivalent; junior standing. (Variable)

MEASRES 6205. Educational Research — 3 hrs.

An introduction to research methods relevant to educational research with an emphasis on how these methods address the challenges of conducting research in applied settings such as schools. Course content includes a survey of major types of research designs (both quantitative and qualitative) and their associated approaches for minimizing bias, establishing validity, collecting data, and drawing conclusions. A primary goal of this course is to equip students with an understanding of basic concepts and tools so they can systematically locate, efficiently read and critically evaluate empirical research studies. (Fall, Spring, Summer)

MEASRES 6250. Descriptive Educational Research — 3 hrs.

Examination of theoretical and practical aspects of survey research including sampling, instrumental design and administration, and application of computer techniques to the analysis of survey information. Prerequisite(s): MEASRES 6205. (Variable)

MEASRES 6260. Monitoring Progress in Individuals and Groups — 3 hrs.

Examination of models, data collection methods, analysis, and report preparation for educational single-case, small group, and program evaluations. Attention to application of intervention evaluation in school settings. Prerequisite(s): Admission to the School Psychology Ed.S. Program. (Fall)

MEASRES 6270. Educational Program Evaluation — 3 hrs.

Examination of models, data-gathering methods, analysis, and report preparation for educational program evaluation; attention to application of evaluation research to specific school and non-school settings. Prerequisite(s): MEASRES 6205. (Variable)

MEASRES 6281. Statistics and Measurement — 3 hrs.

Application of statistical principles to research in school psychology. Topics selected from correlational analysis; reliability and validity; analysis of variance; sampling; chi-square, t, and F distributions. Emphasis on statistical inference and basic measurement principles. (Summer)

MEASRES 6282. Individual Intellectual Assessment — 4 hrs.

Administration, scoring, and interpretation of widely used scales of intelligence. Consideration of cognitive assessment issues, including conceptualizations of intelligence, racial and ethnic bias, and applications in school settings. Prerequisite(s): Admission to the MAE in Educational Psychology with Context and Techniques of Assessment Emphasis program (School Psychology program). (Fall)

MEASRES 6283. Academic Assessment and Intervention — 4 hrs.

Ecological approach to academic assessment and intervention; discussion of curriculum-based and standardized measures, ethical considerations and measurement principles; and introduction to academic interventions. Prerequisite(s): Admission to the MAE in

Educational Psychology with Context and Techniques of Assessment
Emphasis program (School Psychology program). (Spring)

MEASRES 6284. Psychosocial Assessment — 4 hrs.

Assessment of socio-emotional development of individual students, including interpretation and dissemination of results; ethical considerations and measurement principles. Prerequisite(s): Admission to the Ed.S. in School Psychology program. (Fall)

MEASRES 6285. Readings.
(Variable)

MEASRES 6287. Early Childhood Assessment and Intervention — 3 hrs.

In-depth study of the young child, birth through age 8, with a focus on development, assessment, intervention, and mental health. Prerequisite(s): admission to the Ed.S. program in School Psychology or instructor permission. (Spring)

MEASRES 6289. Seminar in Evaluation and Research.
(Variable)

MEASRES 6299. Research.

Prerequisite(s): consent of department. (Variable)

MEASRES 7310. Advanced Qualitative Methods in Educational Research — 3 hrs.

Seminar-style course to increase understanding of qualitative research approaches. Focus on mentoring of dissertation projects. Prerequisite(s): INTDEPED 7303; INTDEPED 7314; INTDEPED 7316. (Variable)

MEASRES 7330. Advanced Quantitative Research in Education — 3 hrs.

Seminar-style course intended to increase understanding of and ability to carry out quantitative research approaches. Focus on mentoring dissertation projects. Students will engage with advanced topics such as principal component analysis (PCA), exploratory factor analysis (EFA), structural equation modeling (SEM) including confirmatory factor analysis (CFA), path analysis, and multilevel modeling (MLM). Prerequisite(s): INTDEPED 7316. (Variable)

MGMT: Management Courses

MGMT 2032. Introduction to Programming for Business — 3 hrs.

Introduction to developing business applications using a modern business programming language. Emphasis on the fundamentals of the application development process, programming logic and logical structures, programming language syntax, program testing, and documentation. Prerequisite(s): MGMT 2080. (Fall)

MGMT 2034. Business Application Development — 3 hrs.

In-depth exploration of developing business applications using a modern business programming language. Various features of the language are introduced to solve an array of business problems through programming projects. Prerequisite(s): MGMT 2032; MGMT 2080. (Spring)

MGMT 2036. Business Analytics Fundamentals — 3 hrs.

Provide the fundamental concepts and methods needed to understand the role of business analytics in organizations. Learn how to apply basic business analytics methods as well as how to use different techniques to visualize various types of data to aid in decision making. Develop an understanding of the fundamentals of communication and alignment around concepts that are required for effective data presentation. Allow for project-based opportunities to identify,

understand, analyze, prepare, and present effective visualizations. Prerequisite(s): MGMT 2032. (Spring)

MGMT 2038. AI Foundations for Business — 3 hrs.

Introduces artificial intelligence (AI) as a general-purpose technology critical to contemporary business settings. Provides conceptual AI fluency and hands-on experience with commonly used AI tools. Examines how AI reshapes industries, decision-making, and competitive advantage through co-invention, automation, and value creation. Emphasizes individual and managerial judgment, governance, and consequences of AI integration. Prerequisite(s): MGMT 2080. (Variable)

MGMT 2080. Introduction to Information Systems — 3 hrs.

Introduction to management information systems. Includes introduction to hardware and data communication technology, software and data management, and business applications of the technology. (Fall and Spring)

MGMT 2113. Business Communication — 3 hrs.

Application of business communication principles. Students will study and practice writing common business documents, presenting information, and working with others. Includes the study of non-verbal and interpersonal skills in the workplace as well as the use of email, social media, video-conferencing and other technology to effectively communicate to their audience. (Variable)

MGMT 3100. Legal and Social Environment of Business — 3 hrs.

Introduction to law. Contracts, torts, business ethics, government regulation of business; includes administrative, antitrust, discrimination, international, and product liability law. Prerequisite(s): junior standing. (Fall and Spring)

MGMT 3101. Business Law — 3 hrs.

Study of the common law of contracts and Article II of the Uniform Commercial Code. Prerequisite(s): junior standing. (Variable)

MGMT 3112. Systems Analysis and Design — 3 hrs.

The Systems Development Life Cycle: understanding SDLC phases and applying the tools of systems analysis through a course project. Includes project management, requirements definition, process and data modeling, user interface design, testing, conversion, and implementation. Prerequisite(s): MGMT 2032; junior standing. (Spring)

MGMT 3114/5114. Family Business Management — 3 hrs.

Family-controlled private and public companies are the dominant form of enterprise worldwide, comprising more than 90% of all businesses. They are critical to the fabric of the Iowa economy, especially in our rural areas. They contribute so much more beyond employment, as they are often integral to the placemaking of our communities. This course covers those businesses, their challenges and opportunities. Prerequisite(s): junior standing. [Same as MKTG 3114/5114] (Fall and Spring)

MGMT 3120. Database Management and Theory — 3 hrs.

Study of database theory and design and strategic management of data and databases, relational models and normalization, Structured Query Language, and the use of a relational database. Prerequisite(s): MGMT 2032; MGMT 2034 or MGMT 2036; MGMT 2080; junior standing. (Fall)

MGMT 3121. Advanced Business Analytics — 3 hrs.

Study of concepts, tools, and techniques for identifying business insights and the likelihood of future outcomes from data, including but not limited to classification, rule induction, pattern recognition, clustering methods and predictive analytics. Includes an introduction

Course Descriptions

to prescriptive analytics utilizing optimization and simulation techniques. A hands-on approach using an appropriate programming language and associated software. Prerequisite(s): MGMT 2032; MGMT 2036. (Fall)

MGMT 3122. Business Intelligence — 3 hrs.

Business intelligence (BI) is a term describing a broad category of applications, technologies, architectures and processes for gathering, storing, accessing and analyzing data to provide business users with timely information to enable better insights into evidence-based decision making. BI is based on techniques for data decision capture, cleansing, validation, warehousing and analytics to help decision makers improve decision outcomes. This course builds the foundations for evidence-based managerial decision making and provides understanding of the concepts of managing data resources and the development of business intelligence capabilities using data visualization, data mining, analytical processing and other advanced BI topics. Prerequisite(s): MGMT 3120. (Spring)

MGMT 3124. Applied Programming for AI in Business — 3 hrs.

A hands-on course focused on programming for AI-driven business solutions. Students use a programming language to extract, clean, transform, and structure data for machine learning and analytics. Topics include building data pipelines, creating reproducible workflows, and using cloud-enabled tools. The course emphasizes preparing data for reliable and ethical AI deployment in business settings. Students explore concepts, tools, and techniques for identifying business insights and predicting future outcomes. Methods covered include classification, clustering, pattern recognition, and predictive analytics. Prerequisite(s): MGMT 2032. Prerequisite(s) or corequisite(s): MGMT 2080. (Variable)

MGMT 3125. Information Systems Development Projects — 3 hrs.

Apply a software development methodology to develop a working information system application for a client. Emphasis on iteratively determining requirements, developing, and testing. Includes client relationship, team work, project management, and user training. Prerequisite(s): MGMT 2032; MGMT 2034; MGMT 2080; MGMT 3112; MGMT 3120; junior standing. (Spring)

MGMT 3126. Business Analytics Projects — 3 hrs.

Using an agile, action learning approach, this course provides a hands-on analytics team project experience. Students apply business analytics concepts and skills to a real-world problem and prepare a consulting report and presentation. While gaining first-hand experience with business analytics, students are also adding value to a client organization by completing an applied project. Emphasis on iteratively determining requirements, data gathering, analysis, and reporting. Includes client relationship, team work, project management, and presentation skills. Prerequisite(s): MGMT 2032; MGMT 2036; MGMT 2080; MGMT 3120; MGMT 3121; junior standing. Prerequisite(s) or corequisite(s): MGMT 3122. (Spring)

MGMT 3127. Decision Support, Analytics and Business Intelligence — 3 hrs.

Study of decision support applications. Topics include decision making, modeling, and support; DSS development tools with particular emphasis on spreadsheet applications; and organizational and social implications of decision support systems. Prerequisite(s): MGMT 2032; MGMT 2034; MGMT 2080; MGMT 3112; junior standing. (Variable)

MGMT 3128. Business Application Development III — 3 hrs.

Study of advanced development tools and concepts, including markup languages, scripting languages, and/or Object Oriented Programming.

Completion of projects. Prerequisite(s): MGMT 2032; MGMT 2034; MGMT 2080; junior standing. (Variable)

MGMT 3138. Generative AI and Natural Language Processing for Business — 3 hrs.

Applies generative AI concepts and basic natural language processing techniques to business problems in a no-code, hands-on lab setting. Introduction to text as data, sentiment analysis, topic modeling. Students evaluate different large language models (LLMs) and apply prompt/context engineering, retrieval-augmented generation (RAG), image generation, lightweight agents, and fine-tuning concepts. Emphases on effective and ethical use-case selection, iterative practice, agent implementation, risk mitigation, ROI, and human-skilling as a competitive advantage. Prerequisite(s): MGMT 2038; junior standing. (Variable)

MGMT 3140. Information Systems Management — 3 hrs.

Professional approaches to managing an organization's Information Systems. Development of effective IS policies and procedures; examination of existing and emerging technological and business strategies and issues. Emphasis on evaluation and communication skills. Prerequisite(s): MGMT 2032; MGMT 2034; MGMT 2080; MGMT 3112; junior standing. Prerequisite(s) or corequisite(s): MGMT 3120. (Fall)

MGMT 3145. Information Systems Applications — 3 hrs.

Understanding current uses of information systems and technology to support organizational goals; the impact of information systems on the organization. Emphasis on design and development of personal productivity tool applications. May not be taken for credit by MIS majors. Prerequisite(s): MGMT 2080 or equivalent; junior standing. (Variable)

MGMT 3153. Organizational Management — 3 hrs.

Study of contemporary organizational concepts and issues and their practical implications for managerial behavior. Prerequisite(s): junior standing. (Variable)

MGMT 3154. Operations Management — 3 hrs.

Principles of management of productive processes in both manufacturing and service industries. Topics include organizational structure, product selection, process design, capacity and location management, quality management, forecasting, inventory management, and job design. Prerequisite(s): ACCT 2120; MGMT 2080; STAT 1772 or equivalent; ECON 2090; ECON 1011; junior standing. (Fall, Spring, Summer)

MGMT 3155. Human Resource Management — 3 hrs.

Provides an overview of the processes and practices involved in recruiting and managing critical human resources. Educates a manager about essential HRM competencies needed for today's organizations. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): MGMT 3153 or MGMT 3965/5965. (Spring)

MGMT 3161. Supply Chain and Purchasing — 3 hrs.

Examination of the integrative management process of purchasing, producing, supplying, and distributing goods and services. Prerequisite(s): ACCT 2120; ACCT 2130; MGMT 2080; MGMT 3154; MGMT 3153 or MGMT 3965/5965; STAT 1772 or equivalent; ECON 2090; ECON 1041; ECON 1051; ECON 1011; junior standing. (Fall)

MGMT 3163. Creative Problem Solving — 3 hrs.

Effective thinking about organizational problems. Topics include critical thinking; problem identification, definition, and analysis; alternative generation and evaluation; negotiation; and design.

Prerequisite(s): MGMT 3153 or MGMT 3965/5965; junior standing. (Fall and Spring)

MGMT 3166. Six Sigma and Lean Consulting Methodology — 3 hrs.

Students will gain an understanding of the Six Sigma methodology and the ability to apply it within an industrial organization, specifically students will obtain: The ability to determine what is important so that they can define the improvement opportunity, to measure process performance in order to understand how the organization is performing, to quantitatively analyze improvement opportunities in order to understand root causes, to generate improvement alternatives / solutions in order to determine what needs to be implemented, and to control / monitor the solution implementation through lean consulting, in order to guarantee that the performance improvements are realized. Prerequisite(s): ECON 1011; STAT 1772 or equivalent; ECON 2090; junior standing. (Variable)

MGMT 3167. Global Supply Chain Management — 3 hrs.

This course aims to develop an understanding of key devices of supply chain performance and their interrelationship with firm strategy. Special emphasis is given to understanding regional, national, and subnational attributes necessary to develop solutions for a variety of global supply chain problems. Prerequisite(s): MGMT 3154; ACCT 2120; ACCT 2130; MGMT 2080; STAT 1772 or equivalent; ECON 2090; ECON 1011; junior standing. (Spring)

MGMT 3168. Supply Chain Modeling and Analytics — 3 hrs.

This course introduces students to decision support models that are most frequently used in supply chain applications. The specific topics will include: 1) The role of decision support tools in dealing with a spectrum of supply chain problems; 2) Effective communication of suggested solutions; and 3) Specific models and techniques planning, material requirement planning, inventory management, transportation, supply network design, quality management, and sourcing decisions. Use of basic and advanced spreadsheet modeling tools. Prerequisite(s): ACCT 2120; ACCT 2130; MKTG 2110; MGMT 2080; MGMT 3154; STAT 1772 or equivalent; ECON 1011; ECON 2090; ECON 1041; ECON 1051; junior standing. (Fall)

MGMT 3169. Management of Service Operations — 3 hrs.

Managing services, especially the operation's activity in service firms. Includes determining the service package, forecasting service demand, managing demand, capacity analysis and management, scheduling, cost control, service quality, and human resource management. Standardization, franchising, and service automation addressed. Prerequisite(s): ECON 1011 and ECON 2090; admittance to Wilson College of Business; junior standing. (Variable)

MGMT 3170. Special Problems — 1-3 hrs.

Credit determined at registration. Student will choose one of the following areas: 1. (Fall, Spring, Summer)

MGMT 3179. Cooperative Education — 1-3 hrs.

Compensated work experience in conjunction with an academic project conducted under faculty guidance. For majors only. May be repeated for maximum of 6 hours. Offered on credit/no credit basis only. Prerequisite(s): 2.70 cumulative UNI GPA; junior standing; consent of department head. (Fall, Spring, Summer)

MGMT 3183. Leadership Skills — 3 hrs.

Foundations of leadership. Skill development through case analyses, role plays, and experiential learning. Assessment/development of leadership competencies. Team building, negotiation, and conflict resolution. Prerequisite(s): MGMT 3153 or MGMT 3965/5965; junior standing. (Spring)

MGMT 3185. Project Management — 3 hrs.

Development of leadership skills through management of organizational projects from selection to implementation. Includes management of project cost, quality, schedule, scope, risk, and communications. (Fall and Spring)

MGMT 3189/5189. International Management — 3 hrs.

Problems of organizing, financing, and operating multinational enterprises, and impact of multinational business upon a world economy. Prerequisite(s): MKTG 2110; ECON 1031 or ECON 1041; junior standing. (Fall and Spring)

MGMT 3905/5905. Employment and Labor Law — 3 hrs.

Legal and practical examination of employee selection, dismissal, discrimination, health and safety, labor relations and associated human resource management issues. Prerequisite(s): MGMT 3100 or MGMT 3101 or equivalent; junior standing. (Fall)

MGMT 3965/5965. Organizational Behavior — 3 hrs.

A systematic study of micro-level theoretical concepts and their strategic and practical implications for understanding, analyzing, and predicting individual and group behavior. Prerequisite(s): junior standing. (Fall, Spring, Summer)

MGMT 3966/5966. Staffing and Employee Development — 3 hrs.

Assessing staffing needs as part of strategic planning; maintaining appropriate staffing levels; designing and implementing training and development programs. Prerequisite(s): MGMT 3155; MGMT 3153 or MGMT 3965/5965; junior standing. (Fall)

MGMT 3968/5968. Compensation and Performance Management Systems — 3 hrs.

Examination of the total compensation and performance management systems at multiple levels. Key topics include wage determination, salary structures, total rewards, benefits, performance assessment, performance management, and performance improvement. Prerequisite(s): MGMT 3155; MGMT 3153 or MGMT 3965/5965; junior standing. (Spring)

MGMT 3969/5969. Management Internship — 1-3 hrs.

Uncompensated work experience in conjunction with an academic project conducted under faculty guidance. May be repeated for maximum of 6 hours. Offered on credit/no credit basis only. Prerequisite(s): 2.70 cumulative UNI GPA; junior standing; consent of department head. (Fall, Spring, Summer)

MGMT 3974/5974. Ethics, Responsible AI, and Business — 3 hrs.

Application of ethical principles and analytic methods to managerial decision-making and contemporary issues in business, including examination of the role and the impact of AI on ethically managing employees and business processes/practices. Apply AI-Ethics in practical scenarios at a workplace. Specific topics will vary in accordance with current events. Prerequisite(s): MGMT 3100 or 3 hours in Philosophy (PHIL XXXX) or 3 hours in Religious Studies (RELS XXXX); junior standing. [Same as PHIL 3974/5974 and RELS 3974/5974] (Fall and Spring)

MGMT 3984/5984. Dynamics of Negotiations — 3 hrs.

Study of one-on-one and group deal-making processes of negotiation and conflict management skills as practiced in different settings faced by future leaders and managers. Prerequisite(s): MGMT 3153 or MGMT 3965/5965; junior standing. (Fall and Spring)

MGMT 4100. Applied AI Projects for Business — 3 hrs.

This course enables students to synthesize and apply technical, strategic, and ethical AI knowledge to real-world business challenges. Working individually or in small teams under faculty supervision,

Course Descriptions

students will partner with an external organization, such as a startup, corporation, nonprofit, or public-sector entity, to design and execute a complete AI project. Projects span business disciplines like finance, marketing, supply chain, HR, and analytics, allowing students to align work with their professional interests. Students will manage the full AI solution lifecycle: problem scoping, data preparation, model development and validation, business impact analysis, and ethical review. The course culminates in a professional deliverable that includes a working prototype or proof-of-concept, a strategic implementation plan, and a stakeholder-oriented presentation addressing value creation, risks, and responsible deployment. Prerequisite(s): MGMT 3124. (Variable)

MGMT 4175. Strategic Management — 3 hrs.

Study of strategy formulation and implementation processes. Focus on the application of integrative approaches to management through case analysis. For senior business majors. Prerequisite(s): completion of all other courses in the "business core"; ACCT 2120; ACCT 2130; MKTG 2110; MGMT 2080; MGMT 3100; MGMT 3154; MGMT 3153 or MGMT 3965/5965; FIN 3130; STAT 1772 or equivalent; ECON 2090; ECON 1041; ECON 1051; ECON 1011; senior standing. (Fall, Spring, Summer)

MGMT 6249. Management Information Systems Concepts — 3 hrs.

Provides students with knowledge of the role of information systems within an organization; systems, information and decision theory; information systems applications including decision support; and systems evaluation and selection. Prerequisite(s): consent of MBA Director. (Variable)

MGMT 6250. Business Strategy — 3 hrs.

Analysis of business environment, and the strategic response. Prerequisite(s): consent of MBA Director. (Variable)

MGMT 6252. Information Systems & Data Visualization — 3 hrs.

This course provides students with knowledge of the role of information systems within an organization and how information systems can be used to support decision-making. Students will learn to identify, access, and prepare data for visualization based on best practices and create dashboards and data stories that effectively communicate data insights to aid in operational and strategic decision-making processes. Prerequisite(s): consent of MBA director/program coordinator. (Spring and Variable Falls)

MGMT 6254. Business Intelligence — 3 hrs.

This course provides a broad overview of business intelligence and data management techniques, including data management/data governance strategies, data mining and other business/data analytics techniques, and business intelligence approaches. The primary emphasis will be on the managerial perspective, focusing on how you can design, implement, and leverage business intelligence systems and strategies in a management role. Prerequisite(s): consent of MBA director/program coordinator. (Summer)

MGMT 6260. Leading People, Driving Success: Leadership and HR Management — 3 hrs.

This course will use principles of organizational behavior applied to managerial practices and human resource management to show how effective leadership in managing people can drive overall success for employees and organizations. Prerequisite(s): consent of MBA Coordinator or MBA Program Manager. (Variable)

MGMT 6262. Cross-Functional Operations — 3 hrs.

Analysis and design of business operational decisions in complex production and service environments. Prerequisite(s): consent of MBA Director. (Variable)

MGMT 6266. Innovative Thinking & Creative Problem Solving — 3 hrs.

This course explores the essential skills and mindset needed to drive innovation in the business world. Students will learn strategies to foster creativity, generate novel ideas, and solve complex problems. This course equips students with the tools and techniques to think innovatively and tackle business challenges with a fresh perspective. Prerequisite(s): consent of MBA director/program coordinator. (Spring and Variable Falls)

MGMT 6272. Research and Analysis for Management Decisions — 3 hrs.

Study of the tools and techniques for business research and data analysis. Emphasis on applying the tools and techniques to determine, define, and solve complex business problems and improve managerial decision making. Prerequisite(s): consent of MBA Director. (Variable)

MGMT 6276. Business Capstone Experience — 1 hr.

Analyze, solve, and present a solution to a complex, interdisciplinary business problem. Prerequisite(s): consent of MBA Director. (Variable)

MGMT 6278. Consulting Capstone Experience — 1 hr.

Acting as a member of a consulting team, analyze an organization's business situation and recommend a course of action. Prerequisite(s): GPA of 3.2 or higher or consent of MBA Director. Prerequisite(s) or corequisite(s): Consent of MBA Director. (Variable)

MGMT 6285. Individual Readings — 1-3 hrs.

Directed readings and reports. May be repeated for maximum of 4 hours. Prerequisite(s): consent of MBA Director. (Fall, Spring, Summer)

MGMT 6299. Research — 1-6 hrs.

Prerequisite(s): consent of MBA Director. (Fall, Spring, Summer)

MIL SCI: Military Science

Basic Courses - MIL SCI 1090 through MIL SCI 1098

Advanced Courses - MIL SCI 3116 through MIL SCI 3195

Courses

MIL SCI 1090. Military Science Fitness Training — 1-3 hrs.

This course is designed to use basic military training skills and instruction to develop confidence, leadership, and physical fitness. The team approach is utilized in the instruction and application of Army physical fitness requirements. Students will learn various Army physical fitness techniques as well as how to conduct physical fitness sessions. Full participation in all events will be determined based on students physical and medical eligibility. May be repeated for maximum of 3 hours. (Fall and Spring)

MIL SCI 1091. Introduction to the Army and Critical Thinking — 1 hr.

Introduces students to the personal challenges and competencies that are critical for effective leadership in the military. Students learn how the personal development of life skills such as goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. Discussion, 1 hr./wk., lab arranged, plus 1 field trip. (Fall)

MIL SCI 1092. Introduction to the Profession of Arms — 1 hr.

Overviews leadership fundamentals for the military profession such as setting direction, problem-solving, listening, presenting briefs, providing feedback and using effective writing skills. Students explore dimensions of military leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Discussion, 1 hr./wk., lab arranged, plus 1 field trip. (Spring)

MIL SCI 1093. Leadership and Decision Making — 2 hrs.

Explores the dimensions of creative and innovative military leadership strategies and styles by studying historical case studies and engaging in interactive student exercises. Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. Discussion, 2 hrs./wk., lab arranged, plus 1 field trip. (Fall)

MIL SCI 1094. Army Doctrine and Team Development — 2 hrs.

Examines the challenges of leading in complex contemporary military operational environments. Dimensions of the cross-cultural challenges of military leadership in a constantly changing world are highlighted and applied to practical leadership tasks and situations. Discussion 2 hrs./wk., lab arranged, plus 1 field trip. (Spring)

MIL SCI 1095. Military Survival Skills — 2 hrs.

This course provides a comprehensive introduction to modern survival skills, blending practical experience with theoretical knowledge. Students will learn to navigate the psychological and physical challenges of survival situations, including managing fear, uncertainty, and stress. Key topics include basic land navigation, first aid and essential survival techniques necessary for increasing resilience and the likelihood of rescue in adverse conditions. While this course does not aim to develop expertise in any single area it offers a well-rounded foundation in survival principles emphasizing risk reduction and preparedness to help prevent survival situations from arising. (Fall and Spring)

MIL SCI 1098. Military Science Leadership Practicum — 4-6 hrs.

A five-week summer program at Fort Knox, Kentucky, designed to provide leadership experiences to sophomores. Successful completion will qualify students to enroll in the ROTC Advanced Course. Prerequisite(s): departmental approval. (Summer)

MIL SCI 3116. Platoon Operations — 3 hrs.

Challenges students to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Students receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. Discussion, 3 hrs./wk.; lab, 1 hr./wk. Prerequisite(s): departmental approval. (Fall)

MIL SCI 3117. Applied Leadership in Platoon Operations — 3 hrs.

Uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Students review aspects of combat, stability and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. Discussion, 3 hrs./wk.; lab, 1 hr./wk. Prerequisite(s): departmental approval. (Spring)

MIL SCI 3118. Mission Command and the Army Profession — 3 hrs.

Develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Students assess risk, make ethical decisions, and lead fellow ROTC students. Lessons on military

justice and personnel processes prepare cadets to make the transition to Army officers. Discussion, 3 hrs./wk.; lab, 1 hr./wk. Prerequisite(s): departmental approval. (Fall)

MIL SCI 3119. Mission Command and the Company Grade Officer — 3 hrs.

Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Students examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host national support. Discussion, 3 hrs./wk.; lab, 1 hr./wk. Prerequisite(s): departmental approval. (Spring)

MIL SCI 3189. Leadership Lecture — 1-6 hrs.

Lecture and selected readings based on basic and advanced leadership principles and practices. Applicable to all majors and courses of study. May be repeated for maximum of 6 hours. Prerequisite(s): departmental approval. (Fall, Spring, Summer)

MIL SCI 3190. America's Military Past — 3 hrs.

Course is open to all students, however, it is an Army requirement. This course will furnish ROTC Cadets with the methodological tools and materials needed to gain a more detailed understanding of American Military History and to put together a major research paper. "CLASS" will emphasize basic research skills: understanding historiographical debates within a military framework, developing effective note taking, outlining techniques, picking a feasible research topic finding useful primary sources and drawing inferences from them, examining American military campaigns and leaders in order to complete a battle analysis, and short research assignments. (Fall and Spring)

MIL SCI 3192. Leadership Practicum — 4-6 hrs.

A five-week summer program at Fort Knox, Kentucky, designed to provide leadership development and opportunities for students participating in the Advanced Course. Prerequisite(s): departmental approval. (Summer)

MIL SCI 3195. Firearms Safety and Awareness — 3 hrs.

This course is designed to provide students with a comprehensive understanding of firearm safety and responsible handling. The course emphasizes safe handling techniques, proper firearm maintenance, firearm storage and qualification through the Hunter Education and NRA Basic Pistol Qualification programs. To achieve these objectives the course introduces the fundamental principles of marksmanship through three structured modules: Hunter Education, NRA Basics of Pistol Shooting and Iowa Permit to Carry Weapons. Instruction is delivered through a hands-on approach fostering confidence and competence in firearm safety and handling. The primary focus is on building foundational knowledge, promoting safe practices and developing the skills necessary for responsible firearm use. (Fall and Spring)

MKTG: Marketing and Entrepreneurship

Courses

MKTG 2110. Principles of Marketing — 3 hrs.

Conceptual understanding and application of customer determination selection, product management, distribution, pricing considerations, and promotional activities within an economic and business

Course Descriptions

environment as related to a strategic marketing plan. Prerequisite(s): ECON 1031 or ECON 1041 or ECON 1051. (Fall, Spring, Summer)

MKTG 3113/5113. Consumer Behavior — 3 hrs.

Behavioral science concepts, models, findings and methods applied to the buying process and marketing management decision-making. Prerequisite(s): MKTG 2110; ECON 1031 or ECON 1041; junior standing. (Fall and Spring)

MKTG 3114/5114. Family Business Management — 3 hrs.

Family-controlled private and public companies are the dominant form of enterprise worldwide, comprising more than 90% of all businesses. They are critical to the fabric of the Iowa economy, especially in our rural areas. They contribute so much more beyond employment, as they are often integral to the placemaking of our communities. This course covers those businesses, their challenges and opportunities. Prerequisite(s): junior standing. [Same as MGMT 3114/5114] (Fall)

MKTG 3116/5116. Marketing Analytics — 3 hrs.

Qualitative and quantitative analytical methods for collection, interpretation, and presentation of customer, market, and competitor data for marketing management decision-making. Prerequisite(s): MKTG 2110; MGMT 2080; STAT 1772 or equivalent; ECON 2090; ECON 1031 or ECON 1041; ECON 1011; junior standing. (Fall and Spring)

MKTG 3143. Advertising and Promotion — 3 hrs.

Decision making in advertising and consumer promotions, with focus on message strategy, targeting, and formulating highly responsive online campaigns. Prerequisite(s): MKTG 2110; ECON 1031 or ECON 1041; junior standing. (Fall and Spring)

MKTG 3146/5146. Digital Advertising — 3 hrs.

Immersive hands-on study of digital advertising techniques and strategies in tradigital, social media, and mobile marketing, including the use of digital analytical tools to measure success. Prerequisite(s): MKTG 2110; ECON 1031 or ECON 1041; junior standing. (Fall and Spring)

MKTG 3148/5148. Digital Customer Experience — 3 hrs.

Course will address customer experience development related to the creation of customer-focused digital experiences (websites, apps, augmented reality) that provide value. Research, strategy, planning, designing, prototyping, and measurement will be emphasized. Prerequisite(s): MKTG 2110 or consent of instructor; junior standing. (Fall)

MKTG 3153. Professional Selling — 3 hrs.

Basic concepts and skills of professional selling, including customer analysis, communication skills, effective openings closings, and customer relations; selling skills concepts developed through the extensive use of sales exercises and cases. Prerequisite(s): MKTG 2110; ECON 1031 or ECON 1041; junior standing. (Fall and Spring)

MKTG 3154. Sales Management — 3 hrs.

Study of advanced selling techniques, planning account maintenance, strategic sales messaging and an introduction to customer relationship management (CRM) technology. Prerequisite(s): MKTG 2110; MKTG 3153; ECON 1031 or ECON 1041; junior standing. (Spring)

MKTG 3155. Business to Business Marketing — 3 hrs.

The course is designed to provide an opportunity for students to understand managerial issues and challenges involved in the task of making products and services available to business customers. The course focuses on functions and behaviors in essentially an inter-organizational system that is designed to create value by

effectively and efficiently linking points of production and the points of consumption in Business Markets. In essence, Business to Business (B2B) Marketing Management addressed how to understand, create, and deliver value when selling goods and services to other businesses, governments, and institutional customers. Students will learn how business markets differ from consumer markets, assess opportunities in business markets, and make marketing decisions that enable B2B companies to generate and deliver value for themselves, their business partners, and customers. Prerequisite(s): MKTG 2110; ECON 1031 or ECON 1041; junior standing. (Fall and Spring)

MKTG 3156. Services Marketing — 3 hrs.

Issues concerning quality customer service and improving business and non-profit strategies in the services industry. Prerequisite(s): MKTG 2110; ECON 1031 or ECON 1041; junior standing. (Fall and Spring)

MKTG 3163. Distribution and Logistics — 3 hrs.

Study of behavioral aspects of channel member relationships and third party facilitators; contemporary strategies in managing channel functions of products and services movement information to provide desired customer service levels. Prerequisite(s): MKTG 2110; ECON 1031 or ECON 1041; junior standing. (Fall and Spring)

MKTG 3166. Retail Management — 3 hrs.

Examination of strategic retail management, situation analysis including store web, non-store forms of understanding customers gathering information, location planning, managing a retail business, merchandise management, pricing, and promotion. Prerequisite(s): MKTG 2110; ECON 1031 or ECON 1041; junior standing. (Spring)

MKTG 3173. Product Management — 3 hrs.

Management of marketing offerings from brand development, through competitive analysis and messaging strategy, to marketing technology and customer experience. Prerequisite(s): MKTG 2110; ECON 1031 or ECON 1041; junior standing. (Fall)

MKTG 3176/5176. Global Marketing — 3 hrs.

Assessment, adaptation and implementation of basic marketing principles to compete in the global marketplace utilizing real world scenarios. Prerequisite(s): MKTG 2110; ECON 1031 or ECON 1041; junior standing. (Fall)

MKTG 3178/5178. Global Trade Practices — 3 hrs.

Application of processes and requirements for international or trade transactions; course develops knowledge skills required for the Certified Global Business Professional examination utilizing global management and marketing, supply chain, and trade finance tools. Prerequisite(s): MKTG 2110; ECON 1031 or ECON 1041; junior standing. (Variable)

MKTG 3179. Cooperative Education in Marketing — 1-6 hrs.

Offered on credit/no-credit basis only. Not accepted for credit toward the Marketing major, but can be used as a university elective. Prerequisite(s): MKTG 2110; ECON 1031 or ECON 1041; UNI cumulative GPA of 2.50 or better; consent of department head. (Fall, Spring, Summer)

MKTG 3595. Value Based Pricing — 3 hrs.

Focus on the marketing task of assessing and recovering value by integrating the economic, behavioral, and psychological dimensions of pricing. Prerequisite(s): MKTG 2110; ECON 1031 or ECON 1041; junior standing. (Variable)

MKTG 4150. Advertising Campaign Development — 3 hrs.

Comprehensive development of an integrated advertising campaign created for a national client using relevant marketing data platforms

in response to a real-world marketing challenge. Prerequisite(s): MKTG 2110; ECON 1031 or ECON 1041; MKTG 3143 or MKTG 3146/5146 or Instructor approval; junior standing. (Spring)

MKTG 4170/5170. Marketing Strategy — 3 hrs.

Integration of major marketing functions from a managerial perspective. Emphasis on developing marketing strategies and applying strategic marketing decisions. Prerequisite(s): MKTG 2110; MKTG 3113/5113; MKTG 3116/5116; MGMT 2080; STAT 1772 or equivalent; ECON 2090; ECON 1031 or ECON 1041; ECON 1011; senior standing. (Fall and Spring)

MKTG 4198. Independent Study — 1-6 hrs.

Not accepted for credit toward the Marketing major, but can be used as a university elective. Prerequisite(s): MKTG 2110; ECON 1031 or ECON 1041; junior standing; consent of department head. (Fall, Spring, Summer)

MKTG 4595. Internship-Marketing — 2-8 hrs.

Full-time internship in a marketing-related business for a minimum of eight weeks. Maximum of 3 hours may be applied to Marketing major electives category. Prerequisite(s): MKTG 2110; MKTG 3113/5113; MKTG 3116/5116; MGMT 2080; STAT 1772 or equivalent; ECON 2090; ECON 1031 or ECON 1041; ECON 1011; UNI cumulative GPA of 2.50 or better; senior standing; consent of department head. (Fall, Spring, Summer)

MKTG 6170. Marketing Management — 3 hrs.

Integrated and applied approach that utilizes current theory and practice to analyze market data and competitive signals to make informed decisions about customer trends, competitor behaviors, marketing mix, and strategic marketing opportunities. Prerequisite(s): consent of MBA Director. (Variable)

MKTG 6285. Individual Readings — 1-3 hrs.

May be repeated for maximum of 4 hours. Prerequisite(s): consent of department head and MBA Director. (Fall, Spring, Summer)

MKTG 6297. Practicum — 1-3 hrs.

Prerequisite(s): consent of department head and MBA Director. (Fall, Spring, Summer)

MKTG 6299. Research — 1-6 hrs.

Prerequisite(s): consent of department head and MBA Director. (Fall, Spring, Summer)

MKTG 6595. Topics in Marketing — 1-3 hrs.

Selected topics in marketing. May be repeated for maximum of 6 hours. Anticipated typical credit of 1 hour. Prerequisite(s): consent of MBA Director. (Variable)

MUS APPL: Music, Applied

Note: Before registration in Applied Music can be accomplished, the student must: 1) successfully complete an audition in the performance area (for composition students, a portfolio of original compositions must be submitted and accepted in lieu of an audition on an instrument or voice), and 2) meet the proficiency standards of the division. All undergraduate music majors must be enrolled in applied music continuously from the first semester of residence until satisfactory completion of the Senior Recital. It is expected the Senior Recital will be given in the eighth semester of study (seventh semester for students in the Music Education program).

Credit hours for Applied Music study are classified as follows:

Performance -- 3 credit hours

Composition -- 2 or 3 credit hours

B.A. and Music Education -- 2 credit hours

Secondary -- 1 credit hour

Non-Music Major -- 1-2 credit hours

One hour (60 minutes) of individual instruction per week in the principal performing area (or a comparable equivalent arrangement of individual and/or small group instruction) is required for music majors. Practice and performance demands for *Performance* and *Composition* majors are generally more rigorous than those for the *Music Education* and B.A. majors. *Secondary Instrument* students will receive one half hour (30 minutes) of Applied Music instruction each week. *Non-Music* majors will receive either one hour or 30 minutes of instruction depending on the number of credit hours elected. Each student's credit hour load for Applied Music will be determined in consultation with a School of Music advisor in advance of registration. All students in the freshman music core will enroll for 2 semester hours of credit each semester. Students approved for the Performance major under the Bachelor of Music degree will register for 3 semester hours in Applied Music beginning in the *sophomore* year, and Composition majors will register for 3 semester hours in Applied Music beginning in the *junior* year.

Graduate students approved for the Performance, Piano Performance and Pedagogy, Composition, or Conducting majors under the Master of Music degree will register for 2, 3, or 4 (2-4) semester hours of credit in Applied Music during the fall or spring semesters in residence. Number of hours will be determined by the applied instructor and Graduate Coordinator.

The appropriate applied faculty will determine the level of the student's qualifications (MUS APPL 1XXX, 3XXX, 5XXX, 6XXX) by audition and/or previous work on an instrument or in voice. A 6000-level number can be assigned only to graduate students in Performance, Piano Performance and Pedagogy, Composition, and Conducting programs who have satisfactorily completed an audition and are preparing for a graduate major in voice, conducting, instrumental performance, or composition. All other graduate applied students shall be assessed and assigned by the applied teacher to 5000-level.

Courses

MUS APPL 1290. Bassoon.

Private applied music instruction in bassoon for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1300. Flute.

Private applied music instruction in flute for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1310. Oboe.

Private applied music instruction in oboe for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1320. Clarinet.

Private applied music instruction in clarinet for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1330. Applied Jazz Trombone — 1-4 hrs.

One hour (60 minutes) of individual instruction per week in the principal performing area is required for music majors. Secondary instrument students will receive one half hour (30 minutes) of instruction each week. Prerequisite(s): Pass audition for entrance into music program. (Fall and Spring)

MUS APPL 1340. Saxophone.

Private applied music instruction in saxophone for students pursuing a degree in music. (Fall and Spring)

Course Descriptions

MUS APPL 1350. Horn.

Private applied music instruction in horn for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1360. Cornet-Trumpet.

Private applied music instruction in cornet-trumpet for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1370. Trombone.

Private applied music instruction in trombone for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1380. Euphonium.

Private applied music instruction in euphonium for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1390. Tuba.

Private applied music instruction in tuba for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1400. Percussion.

Private applied music instruction in percussion for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1410. Violin.

Private applied music instruction in violin for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1420. Viola.

Private applied music instruction in viola for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1430. Cello.

Private applied music instruction in cello for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1440. String Bass.

Private applied music instruction in string bass for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1450. Harp.

Private applied music instruction in harp for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1460. Piano.

Private applied music instruction in piano for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1467. Piano Proficiency.

no credit. Required of all undergraduate majors. (Fall and Spring)

MUS APPL 1470. Group Piano.

Group instruction in piano for non-keyboard majors pursuing a degree in music. (Fall and Spring)

MUS APPL 1480. Organ.

Private applied music instruction in organ for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1490. Voice.

Private applied music instruction in voice for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1500. Harpsichord.

Private applied music instruction in harpsichord for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1520. Guitar.

Private applied music instruction in guitar for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1530. Jazz Guitar.

Private applied music instruction in jazz guitar for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1540. Composition.

Private applied music instruction in composition for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1550. Jazz Improvisation.

Private applied music instruction in jazz improvisation for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1560. Jazz Bass.

Private applied music instruction in jazz bass for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1570. Jazz Piano.

Private applied music instruction in jazz piano for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1580. Jazz Saxophone.

Private applied music instruction in jazz saxophone for students pursuing a degree in music. (Fall and Spring)

MUS APPL 1XX5. Applied Music for the Non-Music Major.

Private applied music instruction for students not pursuing a degree program in music. Emphasis on basic skills oriented toward immediate performance needs. Credit normally will not be applied toward music major or minor requirements. (Fall and Spring)

MUS APPL 2600. Applied Piano Beyond Proficiency — 1 hr.

Piano instruction for students in music education and composition/theory programs who need lessons beyond Group Piano Level III. Prerequisite(s): Group Piano, Level III MUS APPL 1470:09 or 10. (Fall and Spring)

MUS APPL 3290/5290. Bassoon.

Private applied music instruction in bassoon for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3300/5300. Flute.

Private applied music instruction in flute for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3310/5310. Oboe.

Private applied music instruction in oboe for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3320/5320. Clarinet.

Private applied music instruction in clarinet for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3330/5330. Applied Jazz Trombone — 1-4 hrs.

One hour (60 minutes) of individual instruction per week in the principal performing area is required for music majors. Secondary instrument students will receive one half hour (30 minutes) of instruction each week. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3340/5340. Saxophone.

Private applied music instruction in saxophone for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3350/5350. Horn.

Private applied music instruction in horn for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3360/5360. Cornet Trumpet.

Private applied music instruction in cornet-trumpet for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3370/5370. Trombone.

Private applied music instruction in trombone for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3380/5380. Euphonium.

Private applied music instruction in euphonium for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3390/5390. Tuba.

Private applied music instruction in tuba for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3400/5400. Percussion.

Private applied music instruction in percussion for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3410/5410. Violin.

Private applied music instruction in violin for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3420/5420. Viola.

Private applied music instruction in viola for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3430/5430. Cello.

Private applied music instruction in cello for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3440/5440. String Bass.

Private applied music instruction in string bass for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3450/5450. Harp.

Private applied music instruction in harp for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3460/5460. Piano.

Private applied music instruction in piano for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3470/5470. Group Piano.

Group instruction in piano for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3480/5480. Organ.

Private applied music instruction in organ for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3490/5490. Voice.

Private applied music instruction in voice for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3500/5500. Harpsichord.

Private applied music instruction in harpsichord for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3520/5520. Guitar.

Private applied music instruction in guitar for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3530/5530. Jazz Guitar.

Private applied music instruction in jazz guitar for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3540/5540. Composition.

Private applied music instruction in composition for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3550/5550. Jazz Improvisation.

Private applied music instruction in jazz improvisation for advanced students pursuing a degree in music. Prerequisite(s): junior standing; permission of instructor. (Fall and Spring)

MUS APPL 3560/5560. Jazz Bass.

Private applied music instruction in jazz bass for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3570/5570. Jazz Piano.

Private applied music instruction in jazz piano for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3580/5580. Jazz Saxophone.

Private applied music instruction in jazz saxophone for advanced students pursuing a degree in music. Prerequisite(s): junior standing. (Fall and Spring)

MUS APPL 3780. Junior Recital.

no credit. Required of all juniors in the Performance major. (Fall and Spring)

MUS APPL 4890. Senior Recital.

no credit. Required of all seniors. Prerequisite: 3 hours at 100/3000/4000-level in major applied area. (Fall and Spring)

MUS APPL 6210. Instrumental Conducting — 2-4 hrs.

Advanced training in instrumental conducting. Prerequisite(s): admission to Master of Music in Conducting. (Variable)

MUS APPL 6220. Choral Conducting — 2-4 hrs.

Advanced training in choral conducting. Prerequisite(s): admission to Master of Music in Conducting. (Variable)

MUS APPL 6285. Readings.

Guided independent research leading to significant project, culminating paper or thesis. May be repeated on the same or different topics. (Variable)

MUS APPL 6286. Studies In _____.

May be repeated on same or different topics. (Variable)

Course Descriptions

MUS APPL 6290. Bassoon.

Graduate level applied bassoon instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6300. Flute.

Graduate level applied flute instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6310. Oboe.

Graduate level applied oboe instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6320. Clarinet.

Graduate level applied clarinet instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6330. Applied Jazz Trombone — 1-4 hrs.

Graduate level applied jazz trombone instruction appropriate to a student admitted to the Performance or Jazz Pedagogy programs. Prerequisite(s): Pass audition to be accepted as a graduate student in Jazz Trombone Performance or Jazz Pedagogy. (Fall and Spring)

MUS APPL 6340. Saxophone.

Graduate level applied saxophone instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6350. Horn.

Graduate level applied horn instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6360. Cornet-Trumpet.

Graduate level applied cornet-trumpet instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6370. Trombone.

Graduate level applied trombone instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6380. Euphonium.

Graduate level applied euphonium instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6390. Tuba.

Graduate level applied tuba instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6400. Percussion.

Graduate level applied percussion instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6410. Violin.

Graduate level applied violin instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6420. Viola.

Graduate level applied viola instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6430. Cello.

Graduate level applied cello instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6440. String Bass.

Graduate level applied string bass instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6450. Harp.

Graduate level applied harp instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6460. Piano.

Graduate level applied piano instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6470. Group Piano.

Graduate level group piano instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6480. Organ.

Graduate level applied organ instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6490. Voice.

Graduate level applied voice instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6500. Harpsichord.

Graduate level applied harpsichord instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6520. Guitar.

Graduate level applied guitar instruction appropriate to a student admitted to the Performance program. (Fall and Spring)

MUS APPL 6530. Jazz Guitar.

Graduate level applied jazz guitar instruction appropriate to a student admitted to the Performance and/or Jazz Pedagogy program. (Fall and Spring)

MUS APPL 6540. Composition.

Graduate level applied composition instruction appropriate to a student admitted to the Composition program. (Fall and Spring)

MUS APPL 6550. Jazz Improvisation.

Graduate level applied jazz improvisation instruction appropriate to a student admitted to the Performance and/or Jazz Pedagogy program. (Fall and Spring)

MUS APPL 6560. Jazz Bass.

Graduate level applied jazz bass instruction appropriate to a student admitted to the Performance and/or Jazz Pedagogy program. (Fall and Spring)

MUS APPL 6570. Jazz Piano.

Graduate level applied jazz piano instruction appropriate to a student admitted to the Performance and/or Jazz Pedagogy program. (Fall and Spring)

MUS APPL 6580. Jazz Saxophone.

Graduate level applied jazz saxophone instruction appropriate to a student admitted to the Performance and/or Jazz Pedagogy program. (Fall and Spring)

MUS APPL 6880. Graduate Recital.

no credit. Study of literature programmed for required graduate recitals. Required for students enrolled in Master of Music - Major in Performance, Conducting, Composition, or Jazz Pedagogy during the semester in which required recital occurs. Prerequisite(s): graduate standing; departmental approval or consent of applied instructor. (Fall and Spring)

MUS APPL 6890. Diploma Recital.

Required for students enrolled in Artist Diploma I and Artist Diploma II Certificate Programs during the semester(s) in which student presents recital. May be repeated once by students in Artist Diploma II program. Prerequisite(s): admission to Artist Diploma I or II program; departmental approval or written consent of applied instructor. (Fall and Spring)

MUS ED: Music Education and Methods

Courses

MUS ED 1100. Instrumental Techniques — 1 hr.

Areas: Woodwinds I, Woodwinds II, high brass, low brass, strings, percussion. Emphasis on pedagogy relevant to the elementary or beginning student musician. One hour credit for each area. Areas may not be repeated for additional credit. (Variable)

MUS ED 1750. Guitar in the Classroom — 2 hrs.

Emphasizes accompanimental skills, fingerstyle and pickstyle, and scale/chord foundations in the keys most used for guitar; basic classical guitar technique is used in reading standard notation within the first four frets (first position). Learned repertoire includes traditional roots music (folk and blues) as well as popular styles. (Variable)

MUS ED 3010. Performing Arts Management Internship — 1-3 hrs.

Students gain practical experience working in an arts organization. May be repeated. Prerequisite(s): major in B.A. Music Performing Arts Management Specialization; junior standing. (Variable)

MUS ED 3020. Music Technology Internship — 1 hr.

Students gain practical experience working for an organization in which musical technology is a significant part of the services it offers. May be repeated. Prerequisite(s): major in B.A. Music Technology Specialization; junior standing. (Variable)

MUS ED 3030. Internship in String Pedagogy — 1 hr.

Students will complete internships in UNI Suzuki Program and Price Lab School, or School of Music non-major string students. May be repeated. Prerequisite(s): major in B.A. Music String Pedagogy Specialization; junior standing. (Variable)

MUS ED 3160. Popular Music Methods — 3 hrs.

Popular Music Methods provides skills to teach popular music in a classroom setting. Students learn the pedagogical approaches to teaching popular music as well as basic skills on popular musical instruments (guitar, bass, drumset, keyboard, ukulele, turntable). Prerequisite(s): junior standing or consent of instructor. (Fall and Spring)

MUS ED 3300/5300. Vocal Pedagogy and Vocology — 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(s): music major; junior standing. (Spring)

MUS ED 3380/5380. Instrumental Pedagogy — 2 hrs.

Topics vary depending upon instrument and instructor. Advanced techniques of solving physiological and psychological problems of performance. May be repeated with advisor approval. Prerequisite(s): MUS ED 1100 or teaching experience; junior standing. (Variable)

MUS ED 3410. Elementary/General Music Methods — 3 hrs.

Objectives and materials for and methods of teaching general music in public schools. Emphasis on contemporary approaches: Orff, Kodaly, Dalcroze, Integrated Arts, and other methodologies. Prerequisite(s): EDUC 2344; junior standing or instructor consent. (Variable)

MUS ED 3450/5450. Developments and Trends in Music Education — 3 hrs.

Evolving issues important to music educators. May be repeated for credit. Prerequisite(s): EDUC 2344; junior standing. (Variable)

MUS ED 3480/5480. Piano Pedagogy: Elementary — 2 hrs.

Methods and materials related to the teaching of the elementary piano student, including psychological and technical development. Addresses business aspects. Observations of teaching required. Prerequisite(s): junior standing. (Variable)

MUS ED 3495/5495. Music Learning and Motivation — 2 hrs.

Exploration of theories and concepts in music learning and pedagogy, including achievement goals, motivation, implementation and assessment. Students will gain knowledge of how to influence students' motivation and intervention strategies to create meaningful lessons. Prerequisite(s): junior standing. (Variable)

MUS ED 3640. Instrumental Methods: Jazz Band — 1 hr.

Jazz band methods and pedagogy for lessons and ensembles in the K-12 setting. Emphasis on rehearsal techniques and materials. Prerequisite(s): EDUC 2344 with grade of C or higher; junior standing. (Spring)

MUS ED 3660. Field Experience in Music Education — 1 hr.

Level III field experience in music education (25 hours). Prerequisite(s): Completion of Level II Field Experience; EDUC 2344 (with a grade of C or higher); MUS TECH 1210 (with a grade of C or higher) or corequisite MUS TECH 1220; acceptance into Teacher Education Program. (Fall)

MUS ED 3670. Choral Methods for Instrumental Majors — 1 hr.

Methods of teaching singing; attention to vocal pedagogy, diction, and appropriate choral repertoire for elementary and secondary choral ensembles. Prerequisite(s): Acceptance into Instrumental Music Education program, EDUC 2344 (with grade of C or higher). (Spring)

MUS ED 3680. Instrumental Methods for Choral Majors — 1 hr.

Introduction to wind, percussion, and string instruments; attention to instrumental methods, pedagogy and appropriate literature. Prerequisite(s): Acceptance into Choral/General Music Ed. program; EDUC 2344 (with grade of C or higher). (Spring)

MUS ED 3970/5970. Instrumental Upkeep and Repair — 2 hrs.

Areas: woodwinds, strings, brass, and percussion. Laboratory course with practical projects undertaken. Offered for instrumental majors. Prerequisite(s): junior standing. (Variable)

MUS ED 4161. Instrumental Methods: Strings — 1 hr.

String methods and pedagogy for lessons and ensembles in a K-12 setting. Prerequisite(s): MUS ED 1100 section 06; EDUC 2344 with grade of C or higher; junior standing. (Spring)

MUS ED 4162. Instrumental Methods: Marching Band — 1 hr.

Fundamentals training, music selection and arranging, administrative approaches, and drill charting for school marching bands. Prerequisite(s): EDUC 2344 with grade of C or higher; junior standing. (Fall)

MUS ED 6210. Research Methodology in Music Education — 3 hrs.

Introduction to various research methodologies used in music education. Required of graduate Music Education majors. (Variable)

MUS ED 6285. Readings — 1-3 hrs.

Readings in Piano Pedagogy - 1-2 hrs. Independent readings from a selected list as approved by piano pedagogy instructor and department head. May be repeated on the same or different topics.

Readings in Music Education - 1-3 hrs. Readings in music education not normally covered in other courses. May be repeated on the same or different topics. Prerequisite(s): consent of instructor. (Variable)

Course Descriptions

MUS ED 6286. Studies in _____.

May be repeated on the same or different topics. (Variable)

MUS ED 6299. Research.

Guided independent research leading to significant project, culminating paper or thesis. Prerequisite(s): consent of department. (Variable)

MUS ED 6300. Foundations of Music Education — 3 hrs.

Examination of the foundations and underlying principles of music education. (Variable)

MUS ED 6500. Projects in Music Education — 1-3 hrs.

Students electing the non-thesis option will enroll in this course upon completion of course work. Course content consists of writing a final research paper. Students must enroll in this course continuously until the final research project has been completed. (Variable)

MUS ED 6520. Jazz Pedagogy — 2 hrs.

Methods and materials related to teaching of jazz, including jazz ensemble rehearsal techniques, improvisation, jazz theory, and listening techniques. Prerequisite(s): graduate standing or consent of instructor. (Variable)

MUS ED 6550. School Music Administration and Classroom Management — 3 hrs.

Philosophy, management, and public relations techniques and procedures associated with administration of elementary and secondary music programs. Prerequisite(s): graduate standing or consent of instructor. (Variable)

MUS ED 6570. Piano Pedagogy: Intermediate — 2 hrs.

Methods and materials related to teaching of the intermediate piano student including psychological development, repertory, technique, the transfer student, and use of technology. Specific techniques related to teaching concept of artistry addressed. Observation of teaching required. (Variable)

MUS ED 6580. Piano Pedagogy: Group and Adult — 2 hrs.

Materials and instructional techniques related to use of electronic piano lab, teaching of groups/class piano, and teaching adults. Exploration of curriculum planning and the benefits of group instruction in independent studio, public school, and university. (Variable)

MUS ED 6600. Piano Pedagogy: Internship — 1 hr.

Piano teaching assignments, determined in consultation with supervisor. Students in M.M. Piano Performance and Pedagogy program must enroll in two separate 1-hour internships. Corequisite(s): MUS ED 3480/5480, MUS ED 3495/5495, MUS ED 6570, or MUS ED 6580. (Variable)

MUS ED 6820. Seminar: Music Learning and Behavior — 3 hrs.

Exploration of behavioral, cognitive, and developmental theories affecting music teaching and learning. Required of graduate Music Education majors. (Variable)

MUS ED 6870. Measurement and Evaluation in Music — 3 hrs.

Study of the measurement and evaluation techniques for music aptitude and achievement. Emphasis on developing teacher-made tests and available standardized music tests. (Variable)

MUS ENS: Music Ensembles

Organization and Ensemble Credit: 1 semester hour of credit may be earned by a student who completes a semester in an approved ensemble. Ensembles may be repeated for credit. Maximum of 2 credits for organization and ensemble participation may be earned in

any one semester. For students who have been awarded two or three music scholarships or are majoring in more than one instrument/voice, a maximum of 3 credits for organization and ensemble participation may be earned in any one semester (with approval from the Director of the School of Music). Maximum of 2 credits in Jazz Band I (except for B.M. Music, Jazz Specialization majors, who will fulfill the large ensemble requirement by taking 8 hours of large jazz ensembles - section 01, 02, or 03) or Chamber Singers may be counted by music majors toward departmental ensemble requirement (or electives for B.A. students). All music ensembles are open to any university student by audition.

Participation in one of the large organizations as listed in the School of Music Ensembles section is required of all Music Majors. These are the only large organizations which may be used to satisfy departmental large organization requirements. Non-music majors are welcome to audition for all ensembles listed, with the exception of the marching band which is open to all instrumentalists with previous experience.

Courses

MUS ENS 1100. Chorus — 0-1 hrs.

Choral performance ensembles specializing in choral literature. (Concert Chorale, Chamber Singers, UNI Singers, Varsity Men's Glee Club, Cecilians, Cantorei). 0 hours is participation credit only. (Fall and Spring)

MUS ENS 1120. Ensemble — 0-1 hrs.

Instrumental performance ensembles specializing in literature appropriate to the instruments. (Chamber Wind Ensemble, Flute Choir, Kaji-Daiko-Taiko Ensemble, West African Drum Ensemble, Chamber Woodwind Ensemble, Percussion Ensemble, Tuba-Euphonium Ensemble, Horn Choir, Clarinet Ensemble, Saxophone Ensemble, New Music Ensemble, Laptop Ensemble, etc.). 0 hours is participation credit only. (Variable)

MUS ENS 1121. Chamber Music — 1 hr.

Chamber music ensemble (small ensemble without conductor - strings, winds, brass, percussion, or mixed). Prerequisite(s): instructor consent required. (Fall and Spring)

MUS ENS 1150. Band — 0-1 hrs.

Band performance ensembles specializing in a range of concert literature appropriate to the ensemble. Wind Ensemble (Offered Fall and Spring); Symphonic Band (Offered Fall and Spring); Concert Band (Offered Spring); Marching Band (Offered Fall); Pep Band (Offered Spring with course meetings from late October to early March). 0 hours is participation credit only. (Fall and Spring)

MUS ENS 1160. Jazz Band — 0-1 hrs.

Instrumental performance ensemble specializing in jazz literature. 0 hours is participation credit only. (Fall and Spring)

MUS ENS 1170. Orchestra — 0-1 hrs.

Instrumental performance ensemble specializing in orchestral literature. 0 hours is participation credit only. (Fall and Spring)

MUS ENS 1180. Marching Band — 0-1 hrs.

Instrumental performance ensemble specializing in marching band literature. 0 hours is participation credit only. (Fall)

MUS ENS 1190. Opera — 0-1 hrs.

Vocal performance ensemble specializing in opera literature. 0 hours is participation credit only. (Fall and Spring)

MUS ENS 3100/5100. Chorus — 0-1 hrs.

(Concert Chorale, UNI Singers, Varsity Men's Glee Club, Cecilians, Cantorei.) 0 hours is participation credit only. Prerequisite(s): junior standing. (Fall and Spring)

MUS ENS 3120/5120. Ensemble — 0-1 hrs.

(Chamber Wind Ensemble, Flute Choir, Kaji-Daiko-Taiko Ensemble, West African Drum Ensemble, Chamber Woodwind Ensemble, Percussion Ensemble, Tuba-Euphonium Ensemble, Horn Choir, Clarinet Ensemble, New Music Ensemble, Laptop Ensemble, etc.). 0 hours is participation credit only. Prerequisite(s): junior standing. (Fall and Spring)

MUS ENS 3121/5121. Chamber Music — 1 hr.

Chamber music ensemble (small ensemble without conductor - strings, winds, brass, percussion, or mixed). Prerequisite(s): instructor consent required; junior standing. (Variable)

MUS ENS 3150/5150. Band — 0-1 hrs.

Wind Ensemble (offered Fall and Spring); Symphonic Band (offered Fall and Spring); Concert Band (offered Spring); Marching Band (offered Fall); Pep Band (offered spring with course meetings from late October to early March. 0 hours is participation credit only. Prerequisite(s): junior standing. (Fall and Spring)

MUS ENS 3160/5160. Jazz Band — 0-1 hrs.

Instrumental performance ensemble specializing in jazz literature. 0 hours is participation credit only. Prerequisite(s): junior standing. (Fall and Spring)

MUS ENS 3170/5170. Orchestra — 0-1 hrs.

Instrumental performance ensemble specializing in orchestral literature. 0 hours is participation credit only. Prerequisite(s): junior standing. (Fall and Spring)

MUS ENS 3180/5180. Marching Band — 0-1 hrs.

Instrumental performance ensemble specializing in marching band literature. 0 hours is participation credit only. Prerequisite(s): junior standing. (Fall)

MUS ENS 3190/5190. Opera — 1 hr.

Vocal performance ensemble specializing in opera literature. Prerequisite(s): junior standing; consent of instructor. (Fall and Spring)

MUS HIST: Music History Courses

MUS HIST 1010. History of Music I: Antiquity Through Baroque — 3 hrs.

Survey of musical trends from Antiquity through Baroque. Emphasis on music listening techniques. (Variable)

MUS HIST 1020. History of Music II: Classical, Romantic, Twentieth, and Twenty-First Century — 3 hrs.

Continuation of MUS HIST 1010. Survey of musical trends from the Classical period to the present. (Variable)

MUS HIST 1030. History of Music III: Romantic, Twentieth, and Twenty-First Centuries — 3 hrs.

Continuation of MUS HIST 1020. Survey of musical trends from the romantic era to the present (1800-present). Prerequisite(s): MUS HIST 1010; MUS HIST 1020 with a grade of C or higher. (Variable)

MUS HIST 3200/5200. Topics in Music History and Culture — 3 hrs.

Study of music history (specific topics vary) including historical perspective in relation to style and development of music, and the

function of music in society and culture. The course may be repeated for credit on a different topic. Prerequisite(s): Undergraduates: successful completion of MUS HIST 1020 and junior standing. Graduates: successful completion of Music History diagnostic exam, or MUS HIST 3800/5800. (Fall and Spring)

MUS HIST 3300/5300. History of Opera — 3 hrs.

Development of opera from its inception (ca. 1600) to present. Prerequisite(s): junior standing. (Variable)

MUS HIST 3510/5510. Music of World Cultures — 3 hrs.

Study of non-Western music: Africa, Islam, India, Indo-China, Indonesia, China, and Japan, and role of music in these cultures. Prerequisite(s): junior standing. (Variable)

MUS HIST 3600/5600. Jazz History and Styles — 3 hrs.

Evolution of jazz styles and their relationship to social, economic, and political moods of the period; in-depth and detailed study of history and development of jazz in America. Prerequisite(s): junior standing. (Variable)

MUS HIST 3800/5800. Music History Survey for Graduates — 1-2 hrs.

Review of various style periods, media, and forms in music history of our culture. Required of all graduate students who do not demonstrate adequate proficiency as a result of the Graduate Music History Diagnostic Examination. May be repeated for credit. Does not count toward minimum degree requirements. Prerequisite(s): junior standing. (Variable)

MUS HIST 4194. Senior Thesis I — 2 hrs.

Focus on development and approval of thesis topic. Followed by MUS HIST 4195 Senior Thesis II. Prerequisite(s): MUS HIST 3XXX, senior standing and consent of instructor. (Fall)

MUS HIST 4195. Senior Thesis II — 2 hrs.

Continuation of MUS HIST 4194 Senior Thesis I. Focuses on completion of thesis and public presentation. Development and approval of thesis topic followed by completion of thesis and public presentation. Prerequisite(s): MUS HIST 3XXX, senior standing and consent of instructor. (Spring)

MUS HIST 6000. Foundations of Musicology — 3 hrs.

Preparation for graduate level work in musicology; includes research and writing techniques that will prepare students for writing a scholarly paper, introduction to and readings in musicology, and concurrent online review of music history fundamentals as determined by diagnostic result. (Fall)

MUS HIST 6285. Readings in Music History — 1-3 hrs.

May be repeated on the same or different topics. Prerequisite(s): consent of Graduate Coordinator in Music. (Variable)

MUS HIST 6286. Studies in _____.

May be repeated on the same or different topics. (Variable)

MUS HIST 6289. Seminar in Music History — 3 hrs.

Musicological research into the various areas of music. May be repeated on different topics. (Variable)

MUS HIST 6299. Research.

Guided independent research leading to/culminating in thesis. Prerequisite(s): consent of department. (Variable)

MUS LIT: Music Literature

Courses

MUS LIT 3200/5200. Performance Literature: _____ — 2 hrs.

Study of performance literature available for specific instrument or voice. Combination ensemble-literature course for the performer. MUS LIT 3200/5200(g)-01. Woodwinds. (Variable) MUS LIT 3200/5200(g)-02. Brass. (Variable) MUS LIT 3200/5200(g)-03. Piano I. (Offered odd Falls) MUS LIT 3200/5200(g)-04. Piano II. (Offered even Springs) MUS LIT 3200/5200(g)-05. Organ. (Variable) MUS LIT 3200/5200(g)-06. Strings. (Variable) MUS LIT 3200/5200(g)-07. Percussion. (Variable) MUS LIT 3200/5200(g)-08. Voice I, Survey of Voice Lit. Survey of classical vocal literature with emphasis on style, interpretation, and historical context. (Variable) MUS LIT 3200/5200(g)-09. Voice II, Special Topics in Voice Literature: Study of special topics in voice literature with emphasis on style, interpretation, and historical context. (Variable) Prerequisite(s): junior standing. (Variable)

MUS LIT 3310/5310. History and Literature of Large Choral Forms — 3 hrs.

Development of large choral forms from the Renaissance to present. Emphasis on the Mass, cantata, oratorio, passion, anthem, and contemporary uses of the chorus. Prerequisite(s): junior standing. Undergraduates must have completed or be enrolled in MUS THEO 3100. (Variable)

MUS LIT 3400/5400. History and Literature of the Orchestra — 3 hrs.

Orchestral literature from mid-18th century to present. Emphasis on structure of the symphony as a form and growth of the orchestra as an ensemble. Prerequisite(s): junior standing. Undergraduates must have completed or currently be enrolled in MUS THEO 3100. (Variable)

MUS LIT 3420/5420. History and Literature of the Wind Band — 3 hrs.

Growth and development of wind music from Gabrieli to present. Prerequisite(s): junior standing. Undergraduates must have completed or be enrolled for MUS THEO 3100. (Variable)

MUS LIT 6285. Readings.

May be repeated on the same or different topics. (Variable)

MUS LIT 6286. Studies in _____.

May be repeated on the same or different topics. (Variable)

MUS LIT 6299. Research.

Guided independent research leading to culminating paper or thesis. Prerequisite(s): consent of department. (Variable)

MUS TECH: Music Techniques

Courses

MUS TECH 1100. Double Reed Making Techniques — 1 hr.

Instruction in the techniques of making and adjusting bassoon, oboe, and English horn reeds. Section 01 for bassoon player; Section 02 for oboe/English horn players. May be repeated for credit. (For freshmen/sophomores.) (Fall and Spring)

MUS TECH 1170. Conducting I--Instrumental — 2 hrs.

Beginner training in instrumental conducting. Required of all instrumental music majors on teaching program. Prerequisite(s): MUS THEO 1120; MUS THEO 1140. (Fall)

MUS TECH 1180. Conducting I--Choral — 2 hrs.

Beginner training in choral conducting and rehearsal techniques. Required on the teaching degree for voice majors. Prerequisite(s): MUS THEO 1120; MUS THEO 1140. (Fall)

MUS TECH 1210. Conducting II--Instrumental — 3 hrs.

Advanced training in instrumental conducting with emphasis on orchestral and band scores and literature for small and large ensembles. Required of all instrumental music majors on teaching program. Prerequisite(s): MUS TECH 1170 (minimum grade of C). (Spring)

MUS TECH 1220. Conducting II--Choral — 3 hrs.

Training in choral conducting, rehearsal techniques, performance practices, and choral materials. Required on the teaching degree for voice majors and those keyboard majors who do not take MUS TECH 1210. Prerequisite(s): MUS TECH 1180 (minimum grade of C). (Spring)

MUS TECH 1300. Diction for Singers I — 1 hr.

An introductory study of the International Phonetic Alphabet, its application to English and Italian lyric diction for singing, and a survey of relevant recordings. Prerequisite(s): enrollment as a music major. (Spring)

MUS TECH 1310. Diction for Singers II — 1 hr.

A continuation in the study of the International Phonetic Alphabet, its application to German and French lyric diction for singing, and a survey of relevant recordings. Prerequisite(s): MUS TECH 1300. (Fall)

MUS TECH 1450. Vocal Coaching — 1-2 hrs.

Exploration of style, interpretation and lyric diction in the singer's repertoire. May be repeated for credit. Prerequisite(s): sophomore standing; consent of instructor; enrolled as music major. (Fall and Spring)

MUS TECH 1500. Instrumental Jazz Improvisation - Theory — 1 hr.

Elements of jazz theory, including ear-training and keyboard skills; preparation for jazz improvisation classes. Prerequisite(s) or corequisite(s): MUS THEO 1110 or consent of instructor. (Spring)

MUS TECH 1530. Instrumental Jazz Improvisation I — 1 hr.

Elements of jazz improvisation for instrumentalists. Prerequisite(s): For freshmen/sophomores: consent of instructor. (Fall)

MUS TECH 1550. Instrumental Jazz Improvisation II — 1 hr.

Elements of jazz improvisation - intermediate level. Prerequisite(s): For freshmen/sophomores: MUS TECH 1500; MUS TECH 1530; or consent of instructor. (Fall)

MUS TECH 1600. Opera Performance I — 1 hr.

Lab course exploring movement, imagination, and the relationship between words and music. A wide variety of acting exercises (improvisation, movement work, etc.) are used to deepen the understanding of and proficiency in performing art songs, arias, and music theatre numbers. May be repeated for credit. Prerequisite(s): ability to read and process music. (Variable)

MUS TECH 3100/5100. Double Reed Making Techniques — 1 hr.

Instruction in the techniques of making and adjusting bassoon, oboe, and English horn reeds. Section 01 for bassoon player; section 02 for

oboe/English horn players. May be repeated for credit. For juniors/seniors/graduates. Prerequisite(s): junior standing. (Fall and Spring)

MUS TECH 3130/5130. Arts Entrepreneurship I — 3 hrs.

Overview of topics, tools and techniques necessary for successful pursuit of a management career in visual and performing arts. Focus areas including leadership, organizational dynamics and career planning. Prerequisite(s): junior standing. (Variable)

MUS TECH 3140/5140. Arts Entrepreneurship II — 3 hrs.

Emphasis on understanding of copyright, publicity rights, trademarks, finance, labor law, and First Amendment rights. Practical exercises in negotiation, contract development, budgeting and business plan creation. Prerequisite(s): MUS TECH 3130/5130; junior standing. (Variable)

MUS TECH 3210/5210. Conducting III--Instrumental — 2 hrs.

Techniques of conducting band and orchestral works; score study and analysis of major works representing all style periods. Class work includes conducting major works in rehearsal. May be repeated for credit. Prerequisite(s): MUS TECH 1210; junior standing. (Variable)

MUS TECH 3250/5250. Alexander Technique for Musicians — 2 hrs.

Introduction to the principles of Alexander Technique and its application to music study and performance. Alexander Technique is a way of working to improve ease of movement, develop greater poise and confidence in performance of various activities, and preventing or recovering from injury. Prerequisite(s): junior standing. (Fall)

MUS TECH 3350/5350. Accompanying — 1 hr.

The art of accompanying, both vocal and instrumental literature. Practical experience as accompanist for student soloists in public performance. May be taken twice for credit. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): for undergraduates: MUS APPL 1460, MUS APPL 3460/5460, or consent of instructor. For graduates: MUS APPL 1460, MUS APPL 3460/5460, MUS APPL 6460, or consent of instructor. (Fall and Spring)

MUS TECH 3450/5450. Vocal Coaching — 1-2 hrs.

Exploration of style, interpretation and lyric diction in the singer's repertoire. May be repeated for credit. Prerequisite(s): junior standing; consent of instructor; enrolled as music major. (Fall and Spring)

MUS TECH 3500/5500. Instrumental Jazz Improvisation - Theory — 1 hr.

Elements of jazz theory, including ear-training and keyboard skills; preparation for improvisation. Prerequisite(s): consent of instructor. For juniors/seniors and graduate students. (Spring)

MUS TECH 3530/5530. Instrumental Jazz Improvisation I — 1 hr.

Elements of jazz improvisation for instrumentalists. Prerequisite(s): junior standing; consent of instructor. (Fall)

MUS TECH 3550/5550. Instrumental Jazz Improvisation II — 1 hr.

Elements of jazz improvisation for instrumentalists - intermediate level. Prerequisite(s): junior standing; MUS TECH 3500/5500; MUS TECH 3530/5530; or consent of instructor. (Fall)

MUS TECH 3610/5610. Opera Performance II — 2 hrs.

Advanced study of operatic material exploring emotional and psychological construction of a character and developing performing skills to create and sustain a role. Audition required. May be repeated for credit. Prerequisite(s): MUS TECH 1600 or consent of instructor; junior standing. (Variable)

MUS TECH 4130. Senior Project, Performing Arts Management.

0 hrs. Student will develop and complete a comprehensive Performing Arts Management project approved by the instructor. Credit/no credit only. Prerequisite(s): major in B.A. Music Performing Arts Management Specialization; senior standing. (Variable)

MUS TECH 6230. Advanced Vocal Performance — 1 hr.

Performance seminar focusing on advanced performance issues in vocal literature, including interpretation, and presentation. Required each semester in residence for all graduate voice students. Prerequisite(s): admission to M.M. in Voice or consent of instructor. (Fall and Spring)

MUS TECH 6285. Readings.

May be repeated on the same or different topics. (Variable)

MUS TECH 6286. Studies in _____.

May be repeated on the same or different topics. (Variable)

MUS TECH 6299. Research.

Guided independent research leading to significant project, culminating paper or thesis. Prerequisite(s): consent of department. (Variable)

MUS THEO: Music Theory Courses

MUS THEO 1100. Introduction to Music Theory — 2 hrs.

Basic skills and vocabulary. For non-music majors with limited background in music fundamentals or as preparation for music major theory courses. Emphasis on notation, key/time signatures, rhythm, and aural training. (Variable)

MUS THEO 1110. Theory I — 2 hrs.

Review of basic music fundamentals and vocabulary, including pitch, rhythm, meter, scales, and key signatures. Writing/analysis techniques in diatonic harmony including intervals, triads and seventh chords, figured bass, lead-sheet notation, Roman Numeral analysis, cadences and harmonic rhythm. Study of melodic characteristics, sequences, and embellishing tones. Corequisite(s): for Music majors and minors only: MUS THEO 1130. (Fall)

MUS THEO 1120. Theory II — 2 hrs.

Introduction to two-voice counterpoint; four-part voice-leading and part-writing principles in diatonic harmony, including chords in all positions. Melodic principles, organization and composition; principles of harmonization with functional tonality; harmonizing and part-writing a melody for SATB. Prerequisite(s): MUS THEO 1110 with grade of C or higher, or placement by exam. Corequisite(s): for Music majors and minors only: MUS THEO 1140. (Spring)

MUS THEO 1130. Musicianship Lab I — 1 hr.

Development of critical listening skills through melodic/rhythmic dictation and error detection; identification of meters, intervals, tetrachords/major and minor scale forms, and triad qualities; harmonic dictation with simple phrase chord progressions. Development of music reading skills of tetrachords major/minor scales forms; intervals within an octave; triads and simple phrase chord progressions; melodies in treble/bass clefs with stepwise motion and skips within the tonic dominant triads; rhythms in simple compound meters, with beat patterns including divisions and subdivisions. Corequisite(s): MUS THEO 1110. (Fall and Spring)

MUS THEO 1140. Musicianship Lab II — 1 hr.

Continuation of Musicianship Lab I with further development of critical listening skills including melodic/rhythmic dictation and

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error detection/correction; identification of simple, compound and harmonic intervals, modes, whole tone and chromatic scales, and seventh chord qualities; harmonic dictation including all diatonic chords. Continuation of Musicianship Lab I with further development of music reading skills of modes, whole tone and chromatic scales; focus on larger intervals; seventh chords and harmonic progressions including all diatonic chords; melodies with more advanced diatonic skips scalar basis, and some alto/tenor clefs; rhythms with focus on syncopation, inclusion of ties and rests, borrowed rhythms, triplets, and meters other than those with a quarter-note and dotted quarter-note beat levels. Prerequisite(s): MUS THEO 1110; MUS THEO 1130 with a C or higher. Corequisite(s): MUS THEO 1120. (Fall and Spring)

MUS THEO 1150. Aural Training I — 1 hr.

Development of critical listening skills through melodic/rhythmic dictation and error detection; identification of meters, intervals, tetrachords, major and minor scale forms, and triad qualities; harmonic dictation with simple phrase chord progressions. Corequisite(s): MUS THEO 1110; MUS THEO 1250. (Fall)

MUS THEO 1160. Aural Training II — 1 hr.

Continuation of Aural Training I with more advanced development of critical listening skills. Melodic/rhythmic dictation and error detection/correction; identification of simple, compound and harmonic intervals, modes, whole tone and chromatic scales; seventh-chord-quality identification and harmonic dictation including all diatonic chords. Prerequisite(s): MUS THEO 1150 with grade of C or higher, MUS THEO 1110 and MUS THEO 1250 with a grade of C or higher, or placement by exam. Corequisite(s): MUS THEO 1120; MUS THEO 1260. (Spring)

MUS THEO 1180. Introduction to Composition — 2 hrs.

Acquaints students with the rudiments of compositional techniques - music notation, generating and developing materials, and idiomatic writing for instruments and voice. Designed for both major and non-major compositional study. Required for all beginning Composition Majors. (Variable)

MUS THEO 1250. Sight-Singing I — 1 hr.

Development of music reading skills using tetrachords, major and minor scales, intervals within the octave, triads, and simple phrase chord progressions; sight reading of treble and bass clef melodies comprised of stepwise motion and skips within the tonic and dominant triads; rhythmic reading in simple and compound meters using division and subdivision of the beat. Corequisite(s): MUS THEO 1110; MUS THEO 1150. (Fall)

MUS THEO 1260. Sight-Singing II — 1 hr.

Continuation of Sight Singing I with further development of music reading skills using modes and the whole tone and chromatic scales; focus on diatonic motion that includes melodic use of all diatonic triads and seventh chords and more advanced diatonic skips; introduction to alto/tenor clefs; rhythmic reading using ties, rests, syncopation, borrowed rhythms, quintuplets and meters other than those with a quarter-note beat. Prerequisite(s): MUS THEO 1110, MUS THEO 1150, and MUS THEO 1250 with grade of C or higher, or placement by exam. Corequisite(s): MUS THEO 1120; MUS THEO 1160. (Spring)

MUS THEO 1300. Topics in Music Composition — 2 hrs.

Acquaints students with the rudiments of compositional techniques: acoustic music techniques, or electronic music techniques. Electronic Music Techniques is required for all Music Technology majors. May be taken twice for credit on different topic. (Variable)

MUS THEO 2130. Theory III — 2 hrs.

Continuation of Theory II with emphasis on modulation within functional tonality, including secondary and altered dominant function, and altered predominant sonorities. Small forms and linear chromaticism are also introduced. Prerequisite(s): MUS THEO 1120 with grade of C or higher, or placement by exam. Corequisite(s): MUS THEO 2150. (Fall and Variable Springs)

MUS THEO 2140. Theory IV — 2 hrs.

Continuation and culmination of the Music Theory sequence with emphasis on fugue structures, chromatic harmony, non-functional tonal systems, and 20th-century/contemporary techniques, including set and 12-tone composition. Prerequisite(s): MUS THEO 2130 with grade of C or higher, or placement by exam. Corequisite(s): MUS THEO 2160. (Spring and Variable Falls)

MUS THEO 2150. Musicianship Lab III — 1 hr.

Continuation of Musicianship Lab II with further development of critical listening skills with emphasis on dictation of harmonic/melodic excerpts featuring chromatic functional harmony and modulation to closely and distantly related keys; sung verticalization of chromatic harmonic structures melodies in all modes and major and minor scales, and complex rhythmic syncopations and tuplets in simple and compound meters. Prerequisite(s): MUS THEO 1120; MUS THEO 1140. Corequisite(s): MUS THEO 2130. (Fall and Spring)

MUS THEO 2160. Musicianship Lab IV — 1 hr.

Continuation and culmination of the Musicianship Lab sequence. Further development of critical listening skills with emphasis on melodic and harmonic chromatic modulation and atonal melodic dictation. Asymmetric rhythmic structures are introduced. Further development of music reading skills with emphasis on modulatory, modal and atonal melodies, reading asymmetric rhythms, and recognition and performance of whole-tone, octatonic and pentatonic scales. Prerequisite(s): MUS THEO 2130; MUS THEO 2150. Corequisite(s): MUS THEO 2140. (Fall and Spring)

MUS THEO 2170. Aural Training III — 1 hr.

Continuation of Aural Training II with emphasis on dictation of harmonic/melodic modulation to closely related keys and short atonal intervallic melodies; Identification of all diatonic 7th chords. Prerequisite(s): MUS THEO 1120, MUS THEO 1160, and MUS THEO 1260 with grade of C or higher, or placement by exam. Corequisite(s): MUS THEO 2130; MUS THEO 2270. (Fall and Variable Springs)

MUS THEO 2180. Aural Training IV — 1 hr.

Continuation and culmination of the Aural Training sequence. Emphasis on melodic and harmonic chromatic modulation and atonal melodic dictation. Altered predominant sonorities and asymmetric rhythmic structures are introduced. Prerequisite(s): MUS THEO 2130, MUS THEO 2170, and MUS THEO 2270 with grade of C or higher, or placement by exam. Corequisite(s): MUS THEO 2140; MUS THEO 2280. (Spring and Variable Falls)

MUS THEO 2270. Sight-Singing III — 1 hr.

Continuation of Sight-Singing II. Emphasis on melodies with modulation to closely related keys, verticalization of harmonic structures through all diatonic 7th chords, alto and tenor clefs, all modes, major minor scales, atonal sequences and complex rhythmic structures in simple and compound meters. Prerequisite(s): MUS THEO 1120, MUS THEO 1160, and MUS THEO 1260 with grade of C or higher, or placement by exam. Corequisite(s): MUS THEO 2130; MUS THEO 2170. (Fall and Variable Springs)

MUS THEO 2280. Sight-Singing IV — 1 hr.

Continuation and culmination of the Sight-singing sequence. Emphasis on modulatory, modal and atonal melodies, and verticalization of tonal harmonic progression with modulation, including altered predominant sonorities. Reading asymmetric rhythms, melodies in tenor and alto clef, and recognition and performance of whole-tone, octatonic and pentatonic scales. Prerequisite(s): MUS THEO 2130, MUS THEO 2170, and MUS THEO 2270 with grade of C or higher, or placement by exam. Corequisite(s): MUS THEO 2140; MUS THEO 2180. (Spring and Variable Falls)

MUS THEO 3100. Analysis of Music — 2 hrs.

Study of forms and procedures prevalent in the works of major composers from 16th century to present. Prerequisite(s): MUS THEO 2130. (Variable)

MUS THEO 3200/5200. Topics in Music Theory and Analysis — 3 hrs.

Study of advanced music theory and analysis (specific topics vary) in relation to style and development of music. This course may be repeated for credit on a different topic. Prerequisite(s): for undergraduate students: MUS THEO 3100 or consent of instructor; junior standing. Prerequisite for graduate students: MUS THEO 6000; or consent of instructor. (Variable)

MUS THEO 3220/5220. Music and Technology — 4 hrs.

An introduction to the systems used to create, prepare, perform and distribute music. Because students entering this course come from a diverse set of backgrounds in music and digital media, the course will establish a common set of terms by focusing on basic acoustics, recording concepts and hardware, digital audio, MIDI, and DAW software. Lab activities will place an emphasis on the components and operation of the typical studio (hardware and software). Students will complete projects in areas such as audio recording, sampling, sound synthesis and basic electronic music composition that reinforce concepts. Prerequisite(s): junior standing. (Variable)

MUS THEO 3230/5230. Music Technology, Advanced — 4 hrs.

Further exploration of current applications in the music industry. Prerequisite(s): MUS THEO 3220/5220 with a grade of C or higher; junior standing. (Fall)

MUS THEO 3250/5250. Counterpoint Survey — 3 hrs.

A survey of polyphonic practice, including species counterpoint as well as 16th to 20th century approaches. Prerequisite(s): MUS THEO 2130; junior standing. (Variable)

MUS THEO 3260/5260. Orchestration — 3 hrs.

Transcribing or composing for orchestra, band, smaller instrumental ensembles, voice with orchestra, voice with band, chorus with band, or orchestra for various levels. Prerequisite(s): MUS THEO 2130; junior standing. (Variable)

MUS THEO 3270/5270. Jazz Arranging I — 2 hrs.

Basic skills for jazz composer/arranger, including instrument ranges, transposition, chord terminology, voicing and doubling principles, harmonization, chord substitution, form, and score organization. Emphasis on writing for jazz combo instrumentation up to five horns. Prerequisite(s): MUS TECH 1500; junior standing. (Fall)

MUS THEO 3280/5280. Jazz Arranging II — 2 hrs.

Continuation of MUS THEO 3270/5270. Emphasis on writing for full big band, including augmented instrumentation, contrapuntal and formal problems, score study, and analysis. Prerequisite(s): MUS THEO 3270/5270; junior standing. (Even Springs)

MUS THEO 3320/5320. Jazz Composition Class — 1 hr.

The composition of jazz improvisation vehicles in lead sheet form. Includes attention to various compositional devices and the analysis of selected jazz compositions. Prerequisite(s): MUS TECH 1500; junior standing. (Variable)

MUS THEO 3800/5800. Theory Survey for Graduates — 2 hrs.

Review of theoretical principles and methods of analysis. Required of all graduate students who do not demonstrate adequate proficiency as a result of the Graduate Theory Diagnostic Examination. Does not count toward minimum degree requirements. Prerequisite(s): junior standing. (Variable)

MUS THEO 4900. Senior Project, Music Technology.

0 hrs. Comprehensive project relevant to Music Technology, as approved by instructor. Credit/no credit only. Prerequisite(s): major in B.A. Music, Music Technology Specialization; senior standing. (Variable)

MUS THEO 6000. Foundations of Musical Analysis — 3 hrs.

Preparation for graduate level work in music theory and analysis; includes readings in music theory, introduction of advanced analytical techniques and systems, and concurrent online review of music theory fundamentals as determined by diagnostic result. (Spring)

MUS THEO 6299. Research.

Guided independent research leading to significant project, culminating paper or thesis. Prerequisite(s): consent of department. (Variable)

MUSIC: Music Courses

MUSIC 1100. Soundscapes: Music in Culture — 3 hrs.

This course will examine representative works from selected musical traditions in their cultural, historical, and stylistic contexts. Students will cultivate listening skills and music analytical vocabulary to better identify, understand, and communicate about the musical experience as expression of meaning and purpose. (Fall, Spring, Summer)

MUSIC 1500. Modern Band and Creative Music Making — 3 hrs.

Students learn basic skills on modern band musical instruments, write their own music and work together in small groups to present musical creations. This course includes analysis and interpretation of contemporary and popular music styles to incorporate elements into music creations. (Variable)

MUSIC 6299. Research.

Guided independent research leading to significant project, research paper or thesis. Prerequisite(s): consent of department. (Variable)

NUR: Nursing Courses

NUR 2500. Principles of Nursing Practice — 5 hrs.

This foundational course introduces the student to concepts and principles related to professional nursing practice. Topics include standards and foundations of nursing practice, history of nursing, the role of the nurse, diversity, equity, inclusion, patient-centered care, legal and ethical issues, quality and safety indicators, therapeutic communication, cultural and spiritual diversity, clinical judgment, informatics healthcare technologies, risk reduction, infection control, knowledge of systems, and holistic awareness. Students will learn how to provide basic care and comfort to individuals across the lifespan. Concepts from Biophysical, Psychosocial, Professional, and

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Healthcare Systems will be integrated. 3 credit lecture, 2 credit lab. Prerequisite(s): admission to Nursing program; PH 1410; NUR 2575; NUR 3000; or consent of instructor. Corequisite(s): NUR 2510; BIOL 1033; BIOL 1103. (Fall and Spring)

NUR 2510. Pharmacotherapeutics in Nursing Practice — 3 hrs.

This course introduces nursing pharmacology that integrates the concepts of physiology, pathophysiology, chemistry, and nursing fundamentals to build a foundation for administering drug therapy to patients. Concepts from the domains of Biophysical, Psychosocial, Professional, and Healthcare Systems will be integrated throughout the course. Patient safety and clinical judgment will be emphasized. Prerequisite(s): admission to the Nursing program. (Fall, Spring, Summer)

NUR 2575. Research and Evidence-Based Practice — 3 hrs.

Prepares the student to analyze, critique, and apply nursing research in a practice environment, and to utilize selected nursing theories. Various models of research utilization will be presented and discussed. Prerequisite(s): admission to the Nursing program. (Fall, Spring, Summer)

NUR 3000. Health Assessment and Health Promotion Across the Lifespan — 4 hrs.

Concepts and principles underlying assessment of the health status of patients across the life span are presented, with emphasis placed on interviewing skills, health histories, and the physical and psychosocial findings in the well-person. Communication and assessment skills are developed. Students formulate health promotion recommendations using a Clinical Judgment/Nursing Process. Biophysical, Psychosocial, Professional, Healthcare Systems, and DEI concepts will be integrated throughout the course. 3 credit lecture, 1 credit lab. Prerequisite(s): admission to the Nursing program. Corequisite(s): PH 1410; NUR 2575. (Fall and Spring)

NUR 3009. Informatics and Health Care Technologies — 1 hr.

This course provides knowledge about the informatics roles and skills utilized in professional nursing practice. Emphasis is placed on the use of information processes and information technology to support patient care interventions in an interprofessional healthcare environment. Prerequisite(s): NUR 2500; NUR 2510. (Fall and Spring)

NUR 3010. Health Assessment and Principles of Nursing Practice — 6 hrs.

This foundational course introduces the student to health assessment and principles of professional nursing practice. Health assessment, health promotion, and foundational nursing skills are emphasized. Concepts from the domains of biophysical, psychosocial, professional, and healthcare systems will be integrated. Prerequisite(s): admission to the Nursing program. Corequisite(s): NUR 2575. (Fall, Spring, Summer)

NUR 3041. Psychiatric-Mental Health Nursing — 3 hrs.

This course gives students a basic understanding of psychiatric and mental health nursing principles. Emphasis is on clinical judgment, therapeutic nursing interventions, and effective communication and interpersonal skills as they relate to persons with psychiatric mental health conditions. 2 credit lecture, 1 credit CLN. Prerequisite(s): NUR 3010. (Fall, Spring, Summer)

NUR 3065. Health and Illness Concepts I: Chronic Care — 4 hrs.

This course focuses on the care of adult patients with chronic health conditions. Emphasis is placed on the care of the patients with alterations in selected body functions. Biophysical, Psychosocial, Professional, and Healthcare Systems will be integrated throughout the course. 3 credit lecture, 1 credit CLN. Prerequisite(s): NUR 2500;

NUR 2510; BIOL 1033; BIOL 1103. Corequisite(s): NUR 3009; NUR 3066; NUR 3067. (Fall and Spring)

NUR 3066. Clinical Reasoning Seminar I: Chronic Care — 1 hr.

This "Think Aloud" seminar is a group teaching method to assist students to develop clinical judgment and clinical reasoning in chronic disease cases. Prerequisite(s): NUR 2500; NUR 2510. Corequisite(s): NUR 3065; NUR 3067. (Fall and Spring)

NUR 3067. Nursing Pharmacology Seminar I — 1 hr.

This seminar focuses on medication administration and dosage calculations related to disease management in chronic care cases. .5 credit lecture, .5 credit lab. Prerequisite(s): NUR 2500; NUR 2510. Corequisite(s): NUR 3065; NUR 3066. (Fall and Spring)

NUR 3075. Health and Illness Concepts II: Acute Care — 4 hrs.

This course focuses on caring for adult patients with acute health and surgical conditions. Emphasis is placed on the care of the patients with alterations in selected body functions. Biophysical, Psychosocial, Professional, and Healthcare Systems will be integrated throughout the course. 3 credit lecture, 1 credit CLN. Prerequisite(s): NUR 3065; NUR 3066; NUR 3067. Corequisite(s): NUR 3076; NUR 3077. (Fall and Spring)

NUR 3076. Clinical Reasoning Seminar II: Acute Care — 1 hr.

This "Think Aloud" seminar is a group teaching method to assist students to develop clinical judgment and clinical reasoning in acute care cases. Prerequisite(s): NUR 3065; NUR 3066; NUR 3067. Corequisite(s): NUR 3075; NUR 3077. (Fall and Spring)

NUR 3077. Nursing Pharmacology Seminar II — 1 hr.

This seminar focuses on medication administration and dosage calculations related to disease management in acute care cases. .5 credit lecture, .5 credit lab. Prerequisite(s): NUR 3065; NUR 3066; NUR 3067. Corequisite(s): NUR 3075; NUR 3076. (Fall and Spring)

NUR 3119. Population Health — 3 hrs.

This course prepares the student to provide clinical prevention and population-based health care across the lifespan. Emphasis is on population-focused health promotion, policy, advocacy, infection control measures, disease and injury prevention care, climate change, health literacy, and social determinants of health to improve the nation's health. 2 credit lecture, 1 credit CLN. Prerequisite(s): NUR 3010. (Fall and Spring)

NUR 3120. Concepts of Geriatrics — 2 hrs.

This Course will focus on the care of the Older Adult. The student will analyze their own attitudes toward caring for older adults. Students will examine issues and trends related to the health and quality of life of older adults at the local, national, and global levels; and, they will contrast normal physiologic changes of aging with changes related to acute and chronic illness/injury. Prerequisite(s): NUR 2500; NUR 3000. (Fall and Spring)

NUR 3155. Health and Illness Concepts I: Acute and Chronic Care — 6 hrs.

This course focuses on the care of adult patients with chronic and acute health conditions. Emphasis is placed on the care of the patients with alterations in selected body functions. Concepts from the domains of Biophysical, Psychosocial, Professional, and Healthcare Systems will be integrated throughout the course. Prerequisite(s): NUR 2510. Corequisite(s): NUR 3156; NUR 3157. (Fall and Spring)

NUR 3156. Clinical Reasoning Seminar I: Acute and Chronic Care — 2 hrs.

This seminar is a group teaching method to assist students in developing clinical judgment and clinical reasoning in chronic and

acute disease cases. Prerequisite(s): NUR 2510. Corequisite(s): NUR 3155; NUR 3157. (Fall and Spring)

NUR 3157. Nursing Pharmacology Seminar I: Acute and Chronic Care — 2 hrs.

This seminar focuses on medication administration and dosage calculations related to disease management in chronic and acute care cases. Prerequisite(s): NUR 2510. Corequisite(s): NUR 3155; NUR 3156. (Fall and Spring)

NUR 4015. Nursing Care of Women and Children — 4 hrs.

This course builds upon previous, concurrent, and prerequisite courses. This course provides students the opportunity for clinical judgment and the acquisition and application of nursing theory, systems, informatics healthcare technologies, research, and practice to childbearing, child-rearing, and women's health issues. Growth and development, health promotion, and communication will be discussed. 3 credit lecture, 1 credit CLN. Prerequisite(s): NUR 3010. (Fall and Spring)

NUR 4031. Disaster Preparedness and Management — 2 hrs.

This course is a theoretical overview of trauma management at the disaster site and within an acute care setting. Concepts of incident command systems, terrorism, chemical, biological, radiological, nuclear, and explosive agents (CBRNE), hospital triage, and the use of personal protective equipment (PPE) will be addressed. 2 credit lecture. Prerequisite(s): NUR 2500; NUR 3000; NUR 3119. (Fall and Spring)

NUR 4075. Health and Illness Concepts II: Complex Care — 4 hrs.

This course focuses on enabling the student to develop proficiency in the management of patients admitted to critical care units within the healthcare sector. There is an emphasis on mechanical ventilation and advanced hemodynamic monitoring, and the care of patients with other life-threatening conditions. Biophysical, Psychosocial, Professional, and Healthcare Systems will be integrated throughout the course. 3 credit lecture, 1 credit CLN. Prerequisite(s): NUR 3155. Corequisite(s): NUR 4076; NUR 4077. (Fall and Spring)

NUR 4076. Clinical Reasoning Seminar II: Complex Care — 1 hr.

This "Think Aloud" seminar is a group teaching method to assist students in developing clinical judgment and clinical reasoning in complex care cases. Prerequisite(s): NUR 3156. Corequisite(s): NUR 4075; NUR 4077. (Fall and Spring)

NUR 4077. Nursing Pharmacology Seminar II: Complex Care — 1 hr.

This seminar focuses on medication administration and dosage calculations related to disease management in acute care cases. .5 credit lecture, .5 credit lab. Prerequisite(s): NUR 3157. Corequisite(s): NUR 4075; NUR 4076. (Fall and Spring)

NUR 4200. Nursing Roles, Leadership, and Systems-Based Practice — 3 hrs.

This course will focus on nursing history through the lens of DEI, roles of the professional nurse, leadership theories, delegation, current trends, ethics, payment models, health care delivery systems, professional responsibilities, educational options, professional organizations, certification and licensure issues. Prerequisite(s): NUR 4075. (Fall and Spring)

NUR 4275. Health and Illness Concepts III: Emergency and Trauma Care — 3 hrs.

This course is designed to give students the chance to gain an in-depth understanding of the nature of emergency nursing and the role of nurses in meeting the different needs of patients. It provides students

with knowledge that will help them provide efficient nursing care during emergency situations in a hospital setting. Concepts from the domains of Biophysical, Psychosocial, Professional, and Healthcare Systems will be integrated throughout the course. Critical judgment and communication are emphasized. 2 credit lecture, 1 credit CLN. Prerequisite(s): NUR 4075. (Fall and Spring)

NUR 4280. Person-Centered Care Residency and Capstone — 4 hrs.

This course provides an opportunity for students in the last semester of the nursing program to transition to clinical practice and prepare to assume the responsibilities of a Registered Nurse. 4 credit CLN. Prerequisite(s): NUR 4075. Corequisite(s): NUR 4275. (Fall and Spring)

NUR 4299. Professional Competencies for Entry into Practice — 2 hrs.

This course is designed for nursing majors and focuses on the achievement of professional success by preparing students for the RN licensure examination. Preparation for NCLEX-RN will be achieved through a process of enhancing NCLEX testing skills and individualized review of content utilizing both online and offline modalities. Prerequisite(s): NUR 4075. Corequisite(s): NUR 4275; NUR 4280. (Fall and Spring)

PH: Public Health

Courses

PH 1000. Public Health Practicum — 1-3 hrs.

Professional development, experiential learning, and practical applications in Public Health. May be repeated for a maximum of 3 hours. (Variable)

PH 1101. Introduction to Public Health — 3 hrs.

Introduction to the public health activities concerned with the protection and care of the community; survey of the major specialties and populations of interest in the public health field; considers the interaction of personal health and public health; and exploration of ethical issues related to public health. (Fall and Spring)

PH 1410. Basic Nutrition — 3 hrs.

This course introduces the basic concepts of nutrition. The content includes the functions of the major nutrients and food sources of each, the principles of healthy eating, dietary intake evaluation, energy balance, weight control, nutrition and fitness, food safety, and how food choices can enhance health, performance, and reduce the risk of chronic disease will also be covered. (Variable)

PH 1610. Exploring Careers in Public Health — 2 hrs.

Exploring Careers in Public Health is a class designed to give students a better understanding of the various career paths in the field of Public Health. The focus will be hands-on experiences obtained through field trips, site visits, tours, volunteering, shadowing, observation hours, informational and networking interviews, and guest speakers. (Variable)

PH 2100. Behavior Change for Health Promotion — 3 hrs.

This course addresses the ways in which health behaviors are linked to the prevention of chronic and infectious diseases. Includes a focus on theory-driven behavior change strategies. Prerequisite(s): PH 1101. (Spring)

Course Descriptions

PH 2130. Epidemiology of Human Diseases — 3 hrs.

Introduction to descriptive and analytic epidemiology to measure the presence and impacts of human diseases and behaviors on communities and populations. (Fall)

PH 2160. Medical Terminology, Short Course — 2 hrs.

Basic terminology and abbreviations used in the medical field; including terms related to procedures, diagnoses, instrumentation, and medical specialties. Students needing NCTRC certification must take PH 2180. PH 2160 cannot be taken after earning credit in PH 2180. (Variable)

PH 2180. Medical Terminology — 3 hrs.

Comprehensive coverage of terminology and abbreviations used in the medical field; including terms related to procedures, diagnoses, instrumentation, and medical specialties. Course Includes pronunciation of terms and identification of spoken terms. (Variable)

PH 2420. Nutrition for Health Promotion — 3 hrs.

Introduction to the application of nutritional knowledge to promote healthy nutrition-related behavior for individuals and communities. Prerequisite(s): PH 1410. (Variable)

PH 2520. Maternal and Infant Health — 3 hrs.

Provides an overview of maternal and child health concepts, issues and trends. Topics covered include conception, pregnancy, childbirth, lactation and public health, prevention, and epidemiological issues in maternal and infant health. (Spring)

PH 2530. Introduction to Women's Health — 3 hrs.

Survey of contemporary issues in women's health providing an understanding of women's personal health status, needs, and resources; awareness of women's health issues worldwide and the political, cultural, economic, and psychosocial factors which affect the health of women. (Fall)

PH 2540. Selected Topics in Women's Health — 3 hrs.

In-depth development and exploration of selected themes and topics in women's health. Focus on health issues that disproportionately affect women and examination of a variety of health issues in that context. (Variable)

PH 2620. Stress and Coping — 3 hrs.

Introduction to stress, the relationship between stress and disease, and strategies for coping with stress. (Variable)

PH 2630. Aging and Health — 3 hrs.

Introduction to aging and health concerns of older individuals, and to broader issues of aging, health, and society. Study of aging demographics, biomedical aspects of aging, and selected issues of health and aging. (Variable)

PH 3140/5140. Planning and Evaluating Public Health Programs — 3 hrs.

Investigation of the social, epidemiological, behavioral, educational, and administrative factors related to planning health programs and the procedures and methods for health program evaluation. Prerequisite(s): PH 1101; junior standing. (Spring)

PH 3150/5150. Implementing Public Health Programs — 3 hrs.

Methods, techniques, and resources used in the implementation of public health programs. Requires field-based work. Prerequisite(s): PH 1101; junior standing. (Fall)

PH 3160. Community and Public Health — 3 hrs.

Examination of the major public health issues facing the U.S. and world population. Investigation of major public health

initiatives, public policy, and ethical issues related to public health.

Prerequisite(s): junior standing. (Same as CAP 3160) (Variable)

PH 3170. Public Health Career Readiness Seminar — 3 hrs.

Professional development oriented course which focuses on topics related to leadership, ethics, and professionalism in public health and health education careers, including codes of ethics, professional development, and skills needed for job-seeking and career readiness. Course requires resume development, mock interviews, and completion of professional certifications. This course is a prerequisite to PH 4180 Internship. Prerequisite(s): consent of instructor. (Fall and Spring)

PH 3240. Secondary School Health Education Methods — 2 hrs.

Examination of role of the teacher in planning, delivering, and evaluating middle and high school health education; introduction of instructional methods and materials and their use demonstrated and practiced. Prerequisite(s) or corequisite(s): EDPSYCH 3148. (Variable)

PH 3250. Community and Public Health for School Health Educators — 3 hrs.

Methods of delivering instruction for Community and Public Health in the secondary classroom. Designed for in-service teachers seeking a health education endorsement. (Variable)

PH 3280. Sexuality Education for School Health Educators — 3 hrs.

Methods of delivering instruction for Sexuality Education in the secondary classroom. Designed for in-service teachers seeking a health education endorsement. (Variable)

PH 3290. Consumer Health for School Health Educators — 2 hrs.

Methods of delivering instruction for Consumer Health in the secondary classroom. Designed for in-service teachers seeking a health education endorsement. (Variable)

PH 3310/5310. Health Policy and Advocacy — 3 hrs.

Introduction to the concepts of health policy and advocacy that impact variable health outcomes and health behaviors in the United States. Includes an overview of historical and current issues as well as discussion of how policy and advocacy can improve community wellbeing. Prerequisite(s): junior standing. (Variable)

PH 3320/5320. Global Service Mission — 3 hrs.

The Global Service Mission is a hybrid practicum that provides guided opportunities for students to conduct a short-term volunteer service project in their local community, around the United States, or internationally with underserved populations for academic credit. Offered credit/no credit basis only. Prerequisite(s): junior standing. (Variable)

PH 3330. Health of Vulnerable Populations — 3 hrs.

Exploration of public health issues and problems faced by members of minority vulnerable populations. (Variable)

PH 3340. International Health — 3 hrs.

Exploration of widely-different disease patterns found between developed and developing countries, and investigation of the complex factors that contribute to poor community health status. Discussion of wellness strategies for populations in developing countries, as well as for minorities, immigrants, low income persons, and other underserved groups within the United States. (Variable)

PH 3640. Worksite Health Promotion — 3 hrs.

Models of delivery of health promotion, disease prevention, and occupational health/safety programs to employee populations. (Variable)

PH 3650. Complementary, Alternative, and Integrative Health — 3 hrs.

Introduction to the concepts, theoretical basis, evidence-based analysis, and challenges and issues in integrative health and complementary and alternative medical practices (CAM).

Prerequisite(s): junior standing. (Variable)

PH 3660/5660. Public Health Theory — 3 hrs.

Selected learning and behavior change theories and ethical principles that serve as the foundation for effective public health, health promotion, and health education practice; emphasis on the practical application of these theories and principles in public health program delivery. Prerequisite(s): junior standing. (Variable)

PH 3670. Health Care and the Consumer — 3 hrs.

Selection and use of health care products and services, alternative health care, health care insurance systems, consumer protection. (Variable)

PH 3686. Readings — 1-4 hrs.

Credit based on student's proposal; to be determined at time of registration. Written contract will determine appropriate work load under credit guidelines. Prerequisite(s): consent of instructor. (Fall, Spring, Summer)

PH 3689. Seminar — 3 hrs.

Focus on issues in community health education and the transition from student role to health educator or health promotion specialist role. (Variable)

PH 3710. Environmental Health Science — 3 hrs.

Comprehensive survey of the interaction between human health and the quality and state of the natural environment. Prerequisite(s): junior standing. (Fall)

PH 3720. Environmental and Occupational Health Regulations — 3 hrs.

Overview of environmental and occupational safety laws applied to the practice of environmental science. Emphasis on application of the legislation with a focus on regulations. Includes major environmental laws such as the National Environmental Policy Act, Clean Air Act, Clean Water Act, and the Occupational Safety and Health Act. Prerequisite(s): junior standing. (Variable)

PH 3730. Toxins and Health — 3 hrs.

This course introduces the basic principles of human toxicology for the environmental health sciences, including exposure assessment concepts, biomolecular and human biosystems impacts of toxicants. Detailed case studies of key toxins are used to examine the full absorption, distribution, metabolism and elimination (ADME) cycle including discussions of limiting exposures and cutting edge topics in toxicology. Prerequisite(s): junior standing. (Variable)

PH 4170. Internship Portfolio — 3 hrs.

Internship Portfolio compliments the internship requirement preparing students for future employment in public health organizations. Focus on effective delivery of public health messages through a variety of communication strategies. Written report and oral presentation required after the completion of internship. Prerequisite(s): Senior standing; consent of Internship Coordinator. Corequisite(s): PH 4180. (Spring and Summer)

PH 4180. Internship — 1-12 hrs.

1 - 12 hrs. Experience in area of student's career objectives. Offered on credit/no credit basis only. Prerequisite(s): PH 3170 or HRCS 4000; senior standing; consent of Internship Coordinator. CPR, First Aid,

OSHA and Mandatory Reporting certificates required. Corequisite(s): PH 4170. (Spring and Summer)

PH 4663/5663. Human Diseases — 3 hrs.

Systemic approach to study of human diseases emphasizing common physical disorders impacting humans while contrasting normal physiology with the pathophysiology of the conditions. Current trends in diagnosis and treatment, along with preventive and wellness measures, are stressed. Prerequisite(s): junior standing. (Variable)

PH 6245. Internship in Health Education — 2-6 hrs.

Health program experience with agencies other than the college or university. May be repeated once for credit. Prerequisite(s): consent of Health Promotion and Education Graduate Coordinator. (Fall, Spring, Summer)

PH 6285. Readings — 1-4 hrs.

May be repeated for maximum of 6 hours. (Fall, Spring, Summer)

PH 6289. Seminar — 1 hr.

May be repeated for maximum of 6 hours. (Variable)

PH 6297. Practicum — 2-3 hrs.

May be repeated for credit. (Fall, Spring, Summer)

PH 6390. Philosophy and Ethics of Public Health and Health Promotion — 3 hrs.

Analysis of philosophical foundations and ethical principles related to public health, health promotion, and health education practice. (Variable)

PHIL: Philosophy

Courses

PHIL 1030. Elementary Logic — 3 hrs.

Critical thinking, using both formal and informal methods, including proof techniques and recognizing logical fallacies. Enhances reading, writing, and thinking in any area of study, and in preparing for grad-school exams (e.g., LSAT, GMAT, and GRE). (Fall and Spring)

PHIL 1040. Justice and the Good Life: Philosophical Perspectives — 3 hrs.

What makes a society just or unjust? What does it mean to lead a good life? The course will provide philosophical perspectives on these questions, including investigations of the principles and virtues that should guide how we interact with others in our communities and lead meaningful lives. (Fall and Spring)

PHIL 1050. The Art of Critical Thinking and Writing — 3 hrs.

The course aims to develop fundamental skills of critical thinking and writing academic essays at the college level and enable students to make the most of their college education. As part of their coursework, students will use the skills they develop in the course to think critically and write with skill, clarity, and rigor on a range of issues that are meaningful to them and relevant to their lives as college students and as citizens. Class sessions will combine lecture and discussion, including small group work. (Fall and Spring)

PHIL 1080. World Philosophies — 3 hrs.

This course introduces multiple philosophical traditions around the globe. One focus is on finding common and diverging themes demonstrating shared human interests across differences. Another is the demonstration of unique philosophical ideas and developments of societies and cultures often given little attention in traditional philosophy courses. (Fall and Spring)

Course Descriptions

PHIL 1540. Ethics in Business — 3 hrs.

Application of ethical principles and analytic methods to contemporary issues in business. Topics include moral responsibility of corporations and their regulation; economic policy, business practices, and social justice; rights and obligations of employers and employees; meaningful work, motivation, and the worker; affirmative action and reverse discrimination; environment and natural limits of capitalism. (Same as RELS 1540) (Variable)

PHIL 1560. Science, Technology, and Ethics (STE) — 3 hrs.

The course is an interdisciplinary survey of ethical issues raised by recent developments in science and technology. Sample topics include, but are not limited to, artificial intelligence, genetic engineering, big data, privacy, energy, medicine, and science itself. (Fall and Spring)

PHIL 1580. Ethics for Professional Life — 3 hrs.

This course examines the similarities and differences between personal and professional ethics and how different professions define their ethical responsibilities to colleagues, employees, and the public. (Fall and Spring)

PHIL 2070. Ethics in the Age of AI — 3 hrs.

Both professionally and personally, our lives are increasingly intertwined with artificial intelligence. In this class, normative ethical concepts and value traditions will be brought to bear on the emergence of generative AI. Students will be given the opportunity to reflect on the ties between emerging technology and their own values. Topics may include but are not limited to: AI in research and intellectual labor, AI in the learning process, AI and the workforce, AI and the future of humanity, AI's potential impact on human skill sets and social aptitudes, AI and the environment. [Same as RELS 2070] (Variable)

PHIL 2140. Philosophy of Religion — 3 hrs.

Examination of philosophical discussions on the nature and function of religion and religious language; special attention to how philosophical frameworks and methods shape understanding of religion and talk about God and human fulfillment. (Same as RELS 2140) (Variable)

PHIL 2210. Dawn of Western Thought: Ancient Philosophy — 3 hrs.

History of the ancient Greek philosophy with an emphasis on the Pre-Socratics, Plato, and Aristotle. (Odd Falls)

PHIL 2220. Faith and Reason: Philosophy in the Middle Ages — 3 hrs.

Traces the historical development of philosophical thought on the interrelation of religious faith and reason, from late Roman times through the Middle Ages, in Jewish, Christian, and Islamic philosophical traditions. (Same as RELS 2220) (Even Springs)

PHIL 2230. The Age of Reason: Philosophy in the Renaissance and Enlightenment — 3 hrs.

History of philosophy from the Renaissance through Hume, with emphasis on continental rationalism and British empiricism. (Even Falls)

PHIL 2240. The Limits of Reason: Modern Philosophy — 3 hrs.

History of the philosophical tradition from Kant to Marx. (Odd Springs)

PHIL 2500. Ethics — 3 hrs.

Study of the major schools of ethical theory through reading major thinkers and their contemporary commentators. Examination of selected theoretical and practical problems in contemporary ethics. (Variable)

PHIL 2550. Environmental Ethics — 3 hrs.

Introduction to and application of ethical theory to environmental issues, including responsibility for plants and animals, pollution, natural resources, and population growth. (Same as RELS 2550) (Variable)

PHIL 2570. Good Sex: The Ethics of Human Sexuality — 3 hrs.

This course introduces students to a range of ethical perspectives (religious and non-) on what constitutes good sex, morally speaking. It then brings these perspectives to bear on a number of issues in the realm of sexual ethics including: homosexuality, casual sex, sex for sale, and abortion. [Same as RELS 2570] (Even Springs)

PHIL 3080/5080. Individual Readings in Philosophy — 1-3 hrs.

Individually arranged readings and reports drawn from history of philosophy or contemporary philosophical problems. May be repeated for maximum of 6 hours. Prerequisite(s): junior standing; consent of department head. (Fall and Spring)

PHIL 3110. Perspectives on Death and Dying — 3 hrs.

Multidisciplinary study of death, dying, and bereavement across cultures, religious and ethnic groups, and historical periods, with attention to ritual and memoir, ethical dilemmas at the end of life, and psychology of mourning. (Same as CAP 3194 and RELS 3110) (Fall and Spring)

PHIL 3310. Consciousness and Mind: Philosophical Perspectives — 3 hrs.

No aspect of mind is more familiar and yet more mysterious than consciousness, our conscious experience of ourselves and the world around us. This course examines fundamental questions about consciousness and mind: What does it mean to be conscious? How can physical processes in the brain give rise to subjective conscious experiences? Can artificial intelligence evolve consciousness? What does self-consciousness imply about free will, personal identity, and immortality? More fundamentally, what is the place of consciousness in the universe? Does consciousness appear only when matter achieves a brainlike level of organizational complexity as modern science assumes, or as many religious and contemplative traditions have contended, some form of consciousness is present in all of reality? (Odd Springs)

PHIL 3320. Political Philosophy — 3 hrs.

Critical investigation of contexts of engagement and responsibility of persons as members of social institutions and as participants in public discourse on policy and law. Prerequisite(s): junior standing or consent of instructor. (Even Springs)

PHIL 3330. Death, Sex and the Body: Phenomenology and Foucault — 3 hrs.

Examination of phenomenology, the description of basic structures of human experience. Focus on Martin Heidegger and others on conscious, practical, social, mortal, and embodied life; then Michel Foucault on forms of power in social science and modern culture. (Odd Falls)

PHIL 3350. How We Know: Philosophical Perspectives — 3 hrs.

This introduction to epistemology examines fundamental questions about human knowledge: What distinguishes knowledge from mere belief? What can be known with certainty? How can we know if we have knowledge? How can we use our reason, our senses, the testimony of others, and other resources to acquire knowledge? How do social relationships and interactions affect the knowledge of individuals and groups? How can we evaluate the claims of knowledge by socially accepted authorities? (Even Falls)

PHIL 3360. Character, Wisdom, and Mind: Philosophical Perspectives — 3 hrs.

This course will provide students with opportunities to accomplish four objectives: 1. Gain a rigorous understanding of virtues and vices, and in particular intellectual virtues (such as intellectual humility, intellectual courage, intellectual autonomy, open-mindedness, curiosity, and wisdom) and intellectual vices (such as closed-mindedness, intellectual cowardice, gullibility, wishful thinking, conspiracy mentality, and epistemic injustice). 2. Investigate the relevance of intellectual vices and virtues to specific domains such as education, science, business, leadership, politics and social activism, religious belief and practice, interpersonal relationships, and mental health and well-being. 3. Foster self-improvement to character by cultivating intellectual virtues and mitigating intellectual vices. 4. Develop skills essential to critical thinking and effective communication. (Fall)

PHIL 3370. Philosophy of Law — 3 hrs.

This course provides an introduction to philosophy of law that is both thematically and historically oriented. Our chief concern will be to understand the nature of law and its implications for morality and our social and political existence together. The first part of the seminar focuses on the nature of law: We will begin by considering the essence and nature of law in trying to find answers to questions such as "What is law?", "Can anything be law?", "Do laws have moral content?". The second part inquires into the relationship between law and morality, drawing on the normative standing of law: We will try to answer questions such as "Is there an obligation to obey the law?" and "Is civil disobedience justified?". In the third part, we will turn to the specific context of interpreting the U.S. Constitution, and attempt to understand how to do legal analyses of actual court decisions pertaining to significant issues such as reproductive freedom, equality, and freedom of speech. Prerequisite(s): junior standing or consent of instructor. (Variable)

PHIL 3510. Bio-Medical Ethics — 3 hrs.

Application of principles and analytic methods of ethical theory to contemporary issues in medical practice and research. Topics include fundamental concepts of health and disease, life and death; rights and obligations of medical practitioners and their patients; informed consent and confidentiality; abortion and euthanasia; reproductive and transplantation technologies; and health policy and the provision and rationing of health care. (Same as CAP 3173 and RELS 3510) (Fall and Spring)

PHIL 3610. Nietzsche, Nihilism, and Technology — 3 hrs.

Examination of Nietzsche's genealogy, diagnosis, and prognosis of contemporary nihilism, the experience of one's values as empty or meaningless. Examination of Heidegger's later critique of Nietzsche's views as expressions of problematic aspects of the modern technological age. (Odd Springs)

PHIL 3620. Philosophy of Language: Wittgenstein — 3 hrs.

Examination of Wittgenstein, sometimes called "the two most important philosophers" of the 20th century. Topics include language and formal logic, language as social practice, and ways in which classic philosophical problems arise from a misunderstanding of how we use common words. (Even Springs)

PHIL 3974/5974. Ethics, Responsible AI, and Business — 3 hrs.

Application of ethical principles and analytic methods to managerial decision-making and contemporary issues in business, including examination of the role and the impact of AI on ethically managing employees and business processes/practices. Apply AI-Ethics in practical scenarios at a workplace. Specific topics will vary in

accordance with current events. Prerequisite(s): MGMT 3100 or 3 hours in Philosophy (PHIL XXXX) or 3 hours in Religious Studies (RELS XXXX); junior standing. [Same as MGMT 3974/5974 and RELS 3974/5974] (Fall and Spring)

PHIL 4186/5186. Studies in Philosophy — 3 hrs.

Study of a philosophical thinker or a problem listed in Schedule of Classes. (Fall and Spring)

PHIL 4490. Professional Development Seminar — 3 hrs.

Through thoughtful reflection and critical discernment, students synthesize their work in the major, clarifying what they have done and linking their achievements with life goals, while they also explore how deep learning outcomes in the major offer preparation for a career or graduate/professional school. Prerequisite(s): junior standing or consent of instructor. (Even Falls)

PHYSICS: Physics

Courses

PHYSICS 1000. Physics in Everyday Life — 3 hrs.

Basic laws and concepts of physics introduced and demonstrated through operation of everyday devices and systems. Emphasis on understanding physical principles behind working of modern technologies and interplay between science and technology. (Fall and Spring)

PHYSICS 1010. Physics in Everyday Life Laboratory — 1 hr.

Laboratory activities involving energy, temperature and heat, waves and sound, electricity and magnetism, light and color; and the atomic and nuclear structure of matter. Emphasis on observation, interpretation, and conceptual understanding of physical phenomena. Lab, 2 periods. Prerequisite(s) or corequisite(s): PHYSICS 1000 or consent of department head. (Fall and Spring)

PHYSICS 1100. First-Year Projects in Physics — 1 hr.

An introduction to the basic elements of physics research and applications. Students will complete a series of projects designed to integrate theory, measurement and computation to create instruments and devices that interact with the physical world. In doing so, students will learn how to create and control electro-mechanical devices and gain experience in techniques used in both industry and research. Prerequisite(s) or corequisite(s): PHYSICS 1701, or the consent of the department head. (Fall)

PHYSICS 1511. General Physics I — 4 hrs.

Algebra-based introductory course covering Newtonian mechanics, gravitation, and thermal physics. Emphasis on conceptual understanding of physical principles through group investigations and lab activities. Discussion/lab, 5 periods. Prerequisite(s): satisfactory ALEKS score or equivalent. (Fall and Spring)

PHYSICS 1512. General Physics II — 4 hrs.

Algebra-based introductory course covering electricity, magnetism, optics, and modern physics. Emphasis on conceptual understanding of physical principles through group investigations and lab activities. Discussion/lab, 5 periods. Prerequisite(s): PHYSICS 1511 or PHYSICS 1701. (Fall and Spring)

PHYSICS 1701. Physics I for Science and Engineering — 4 hrs.

Calculus-based introductory course covering Newtonian mechanics, gravitation, and thermal physics. Lab activities. Discussion/lab, 5 periods. Prerequisite(s) or corequisite(s): satisfactory mathematical preparation for calculus. (Fall)

Course Descriptions

PHYSICS 1702. Physics II for Science and Engineering — 4 hrs.

Calculus-based introductory course covering electricity, magnetism, and optics. Lab activities. Discussion/lab, 5 periods. Prerequisite(s): PHYSICS 1511 (minimum grade of B) or PHYSICS 1701. Prerequisite(s) or corequisite(s): MATH 1421. (Spring)

PHYSICS 2300. Physics III: Theory and Simulation — 3 hrs.

Calculus-based course covering the more advanced topics in introductory physics. Emphasis on developing analytical and computational skills needed to study physics at a more advanced level. Topics include Newtonian mechanics and applications, Maxwell's equations and applications. Prerequisite(s): PHYSICS 1702. (Fall)

PHYSICS 2700. Mathematical Methods of Physics & Engineering — 3 hrs.

Introduction to the mathematical methods used in upper-level Physics and Engineering courses, illustrated with applications from different areas of physics and engineering. Prerequisite(s): MATH 1420; MATH 1421; PHYSICS 1701; PHYSICS 1702. Prerequisite(s) or corequisite(s): MATH 2422. (Spring)

PHYSICS 3000. Undergraduate Research in Physics — 1-6 hrs.

Research activities under direct supervision of sponsoring staff members or at a national laboratory. Should normally be taken after the first year of the major. Successful completion of the research experience requires both a written and oral report. Prerequisite(s): minimum overall 2.50 GPA; consent of department. (Fall and Spring)

PHYSICS 3030. Robotics and Sensors — 3 hrs.

Students will build their own autonomous robot. Students will learn and apply basic electronics, programming, physics concepts to develop their robot and create an interactive presentation on their creation. These robotics concepts will also be applied to important issues for industry and sustainability in the areas of automation, energy, and transportation. Lecture 1 period, Lab, 3 periods. Prerequisite(s): PHYSICS 1511 and PHYSICS 1512, or PHYSICS 1701 and PHYSICS 1702, or TECH 1037 or CS 1510. Other interested students with some experience in coding and/or electronics experience are encouraged to contact the instructor. (Variable)

PHYSICS 3100. Introduction to Quantum Computing — 3 hrs.

Basic concepts underlying quantum information science and quantum computing are introduced and discussed. Topics include quantum state vector notation, quantum states and operations, qubits, entanglement, quantum gates and circuits, and quantum algorithms. Implementations of quantum computers will also be briefly discussed. Prerequisite(s) or corequisite(s): PHYSICS 1511 or PHYSICS 1701 or CS 1510 or ECON 2090 or STAT 1772 or departmental consent. (Fall)

PHYSICS 3179. Cooperative Education.

Applied physics internship under PHYSICS 3179 should be taken during the junior or senior year. If unable to do so, the internship may be done under PHYSICS 3500 with consent of department. Successful completion of either PHYSICS 3179 or PHYSICS 3500 requires both a written and an oral report. Offered on credit/no credit basis only. (Fall and Spring)

PHYSICS 3500. Internship in Applied Physics — 1-3 hrs.

Departmentally approved work in applied physics (at an industrial, medical, or government laboratory) followed by oral and written reports given on completed work. Offered on credit/no credit basis only. Prerequisite(s): minimum overall 2.50 GPA; consent of department. (Fall and Spring)

PHYSICS 3700. Physics Seminar — 1 hr.

Seminar course covering aspects important for life after graduation. Participation in physics colloquia; oral report on research topic or

internship, drafting resume/CV, interview, perform job and graduate school search. Prerequisite(s): PHYSICS 4100/5100. (Fall)

PHYSICS 4050/5050. Optical Science — 3 hrs.

An introduction to optics and applied optics. Topics include: geometric optics, wave optics, quantum optics, and introductions to lasers and optical spectroscopy. Discussion, 2 periods; lab, 2 periods. Prerequisite(s): PHYSICS 1512 or PHYSICS 1702; junior standing or consent of department head. (Even Falls)

PHYSICS 4060/5060. Mechanics for Physics Education — 3 hrs.

Experiences in motion, force, energy, and momentum using physics education curricular resources with emphasis on practices aligned with the Next Generation Science Standards (NGSS). The course is designed for current and future middle-level and secondary science teachers. Prerequisite(s): PHYSICS 1511 or PHYSICS 1701 or permission of the instructor; junior standing. (Variable)

PHYSICS 4070/5070. Electricity and Magnetism for Physics Education — 3 hrs.

Experiences in waves, electricity, magnetism, and light using physics education curricular resources with emphasis on practices aligned with the Next Generation Science Standards (NGSS). The course is designed for current and future middle-level and secondary science teachers. Prerequisite(s): PHYSICS 1512 or PHYSICS 1702 or permission of the instructor; junior standing. (Variable)

PHYSICS 4080/5080. Resources for Teaching Physics — 2 hrs.

A physics course that focuses on topics recommended for high school physics programs, with an emphasis on various physics education resources in the context of science education initiatives. This course is designed for both current science teachers and science education undergraduates. Prerequisite(s): PHYSICS 1511 or PHYSICS 1701; PHYSICS 1512 or PHYSICS 1702; junior standing. (Spring)

PHYSICS 4100/5100. Modern Physics — 4 hrs.

Special relativity; quantum phenomena; wave-particle duality; atomic and nuclear structure; properties of solids, interaction of radiation with matter; and elementary particles. Prerequisite(s): PHYSICS 1702; junior standing. (Spring)

PHYSICS 4110/5110. Modern Physics Laboratory — 2 hrs.

Experiments on interactions of photons and electrons; mass and charge of electrons; atomic spectroscopy; nuclear detection and spectroscopy; spin resonance; and properties of solids. Requires detailed lab reports, including error analysis. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): PHYSICS 4100/5100. (Spring)

PHYSICS 4160/5160. Data Visualization, Modeling and Simulation — 3 hrs.

This course focuses on the theory and practice of designing effective visualizations of various data sets, processing images, modeling and finding patterns in these data sets. The course covers visualization toolkits, scientific visualization, medical visualization, and information visualization. Topics include image processing techniques and the associated toolboxes, methods to visualize and analyze the evolution of data sets including images, and finding predictive models and simulation methods that can generate and explain data. Prerequisite(s): CS 1510; junior standing. (Spring)

PHYSICS 4200/5200. Nanoscience — 3 hrs.

Study of nanoscale materials and processes, with emphasis on the preparation and characterization of materials with nanometer scale dimensions; investigation of how nanoscale dimensions produce unique chemical and physical properties; nanoscale microscopy and spectroscopic methods of investigation. Prerequisite(s):

CHEM 1110 and CHEM 1120 (or CHEM 1130); PHYSICS 1511 or PHYSICS 1701; PHYSICS 1512 or PHYSICS 1702; junior standing. [Same as CHEM 4200/5200] (Fall)

PHYSICS 4210/5210. Nanotechnology — 3 hrs.

Study of nanoscale materials and processes, with emphasis on the current and potential future applications of materials with distinctive properties due to their nanometer scale dimensions; nanoporous materials; discussion of the broader implications of nanotechnology in areas such as government policy, occupational safety and medical technology. Prerequisite(s): CHEM 1110 and CHEM 1120 (or CHEM 1130); PHYSICS 1511 or PHYSICS 1701; PHYSICS 1512 or PHYSICS 1702; junior standing. [Same as CHEM 4210/5210] (Odd Springs)

PHYSICS 4290/5290. Project Lead The Way: Digital Electronics — 3 hrs.

Introduction to the theory and applications of analog and digital electronics utilizing the Digital Electronics curriculum from the nationally certified Project Lead The Way (PLTW) curriculum. Especially intended for science and technology K-12 education majors to become certified PLTW teachers of this course. Prerequisite(s): PHYSICS 1511 or PHYSICS 1400 or PHYSICS 1701; junior standing. (Variable)

PHYSICS 4300/5300. Introduction to Electronics — 4 hrs.

Introduction to DC and AC circuits; electrical measurements, circuit theory and circuit simulation; analog and digital circuits; energy generation and efficiency. Discussion, 2 periods; lab, 4 periods. Prerequisite(s): PHYSICS 1512 or PHYSICS 1702; MATH 1421; junior standing. (Fall)

PHYSICS 4310/5310. Physical Computing — 4 hrs.

Introduction to computer interfacing, instrument control, and data acquisition. Utilization of industry standard software and microcontrollers to acquire and process data, process signals, and perform feedback control of physical systems. Prerequisite(s): PHYSICS 1511 and PHYSICS 1512, or PHYSICS 1701 and PHYSICS 1702; junior standing. (Variable)

PHYSICS 4450/5450. Laboratory Projects — 1-3 hrs.

Experimental activities to meet individual needs and interests not normally included in other courses. Maximum of 3 hours may be applied to a physics major or minor. Prerequisite(s): junior standing; consent of department. (Fall and Spring)

PHYSICS 4500/5500. Biological Physics — 3 hrs.

This course employs a quantitative approach to studying living systems. Several concepts used in biological systems will be studied, including thermodynamics, electrodynamics, kinetics, and statistical mechanics. The mathematical and computational techniques required to tackle these problems quantitatively will be developed as needed. Students will also study and present from real research papers to integrate what they learn in class with how these ideas are implemented in the real world. Prerequisite(s): PHYSICS 1511 or PHYSICS 1701; PHYSICS 1512 or PHYSICS 1702; junior standing. (Even Falls)

PHYSICS 4600/5600. Classical Mechanics — 4 hrs.

Vectors and kinematics; force and motion; work and energy; Lagrange's equations; gravity; oscillations; rigid-body motion; and accelerated reference frames. Prerequisite(s): MATH 1420; MATH 1421; PHYSICS 1701; PHYSICS 1702; PHYSICS 2300; PHYSICS 2700; junior standing. Prerequisite(s) or corequisite(s): MATH 2422. (Fall)

PHYSICS 4650/5650. The Science of Energy Sources — 3 hrs.

Basic physical principles underlying a variety of current global energy sources. The science and technology of energy generation from fossil fuels, the sun, wind, and atomic nuclei. Energy storage mechanisms will also be discussed. Prerequisite(s): PHYSICS 1511 or PHYSICS 1701; PHYSICS 1512 or PHYSICS 1702; or departmental consent. (Odd Falls)

PHYSICS 4700/5700. Electrodynamics — 4 hrs.

General principles of Classical Electrodynamics: Electrostatics, Electric Current, Electric and Magnetic Fields in Vacuum, Electromagnetic Induction, Maxwell's equations and electromagnetic waves, Electric and Magnetic Fields in Matter, Types of Materials (Dielectrics, Conductors, Magnetic Materials). Phenomena will be explored through theoretical investigations supplemented with computational simulations and experiments. Prerequisite(s): MATH 2422; PHYSICS 2300; PHYSICS 2700; junior standing. (Odd Falls)

PHYSICS 4750/5750. Physics of Modern Materials — 3 hrs.

Structural, thermal, and electronic properties of materials; applications to modern devices. Discussion, 2 periods; lab, 2 periods. Prerequisite(s): PHYSICS 1701; PHYSICS 1702; MATH 2422; junior standing. (Even Falls)

PHYSICS 4760/5760. Computational Materials Science — 3 hrs.

The goal of this course is to introduce students to the basic methods used in computational modeling of materials, such as density functional theory and molecular dynamics, as well as to select topics of materials science. Students will perform computer simulations of various materials properties using software packages such as VASP, Quantum Espresso and LAMMPS. Prerequisite(s): MATH 1421; PHYSICS 1702; PHYSICS 4900/5900 or CHEM 4420/5420; junior standing. (Spring)

PHYSICS 4800/5800. Quantum Mechanics — 4 hrs.

Solution of Schrodinger equation for several systems: spin and angular momentum; identical particles; perturbation theory; WKB approximation; and scattering. Prerequisite(s): PHYSICS 2700; PHYSICS 4100/5100; PHYSICS 4600/5600; junior standing. (Even Springs)

PHYSICS 4860/5860. Computational Physics — 3 hrs.

Computer simulations and numerical solutions of behaviors of important physical systems, emphasizing those that are very difficult or impossible to analyze by traditional means, for example, nonlinear oscillators or phase transitions in the Ising Model. Discussion, 2 periods; lab, 2 periods. Prerequisite(s): PHYSICS 2300; PHYSICS 2700; PHYSICS 4100/5100; PHYSICS 4600/5600; junior standing. (Spring)

PHYSICS 4900/5900. Thermodynamics and Statistical Mechanics — 4 hrs.

General principles of classical thermodynamics and applications (e.g., to first-order phase transitions); general principles of statistical mechanics and applications (e.g., to the classical ideal gas). Prerequisite(s): PHYSICS 1701; PHYSICS 1702; PHYSICS 2700 or MATH 3425/5425; junior standing. (Spring)

PHYSICS 4950/5950. 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(s): junior standing; consent of department. (Variable)

Course Descriptions

PHYSICS 4990. Senior Thesis — 1 hr.

Senior Thesis. Open only to students pursuing the B.S. Physics Honors Research Emphasis or the B.A. Physics-Teaching Honors Research Emphasis. Prerequisite(s): consent of the department head. (Fall, Spring, Summer)

PHYSICS 6100. Modeling and Simulation of Physical Systems — 3 hrs.

Computer simulation and visualization of physical systems. Students will code, debug, and run basic simulations in C++ as well as more sophisticated simulations with other tools, including parallel computing. Prerequisite(s): CS 1160 and PHYSICS 4860/5860, or MATH 3440/5440 and CS 1160, or consent of instructor. (Variable)

PHYSICS 6299. Research.

Prerequisite(s): consent of department. (Variable)

PHYSICS 6300. Computer Interfacing and Signal Processing — 3 hrs.

Introduction to computer interfacing, instrument control, and data acquisition. Discussion of digital signal processing and utilization of industry-standard software platforms in laboratory activities. Prerequisite(s): PHYSICS 2300; PHYSICS 4300/5300. (Variable)

PHYSICS 6500. Special Problems in Physics — 1-6 hrs.

Credit determined at registration. Problems selected according to needs of students. Prerequisite(s): consent of department. (Variable)

POLSCI: Political Science Courses

POLSCI 1014. Power & Politics in the U.S. — 3 hrs.

Politics is about the exercise of power. This course examines the basic structure, organization, and institutional powers of American government. We will also examine how diverse citizens of the U.S. are linked to government through such things as political parties, interest groups, and elections. (Fall and Spring)

POLSCI 1020. Political Problems in the U.S.: (topic) — 3 hrs.

This course addresses topical political problems in the U.S. with a focus on problems related to human differences and diversity. Examples of topics may include wealth and income inequality, inequities in the criminal justice system, disparities in education policy, or the partisan divide. As part of addressing these problems, the course also covers different theoretical perspectives for thinking about politics, and supports students in developing skills for critically assessing information sources. Offered on specific topics listed in the Schedule of Classes. May not be repeated on different topics. (Fall and Spring)

POLSCI 1024. International Relations — 3 hrs.

Survey of various approaches to international relations with special emphasis on application to historical and contemporary cases. (Fall and Spring)

POLSCI 1025. Global Politics — 3 hrs.

This course explores the theory, methods, and key issues of comparative and international politics, emphasizing cross-regional analysis through the use of case studies. Students will examine topics such as political culture, participation, authoritarianism and democracy, economic policies, social class, and identity-based conflict. By engaging with global political challenges, students will apply core political science concepts-ranging from institutions and behavior to ideology and policy-to understand how people worldwide navigate political power and problems. (Fall and Spring)

POLSCI 1040. Comparative Politics — 3 hrs.

Examination of theory, methods, and problems of comparative politics with emphasis on cross-regional analysis. Use of case studies to look at such issues as political culture, parties, participation, dictatorship and democracy, economic policies and class, and racial, ethnic or religious conflict. (Fall and Spring)

POLSCI 1041. Global Challenges: (Topic) — 3 hrs.

This course will help students investigate the effect of politics and power by studying how people around the world respond to political problems. Students will learn about political science concepts related to government rules and institutions, political behavior and social movements, public policy, ideas and ideology, or others and apply them to current political problems that people are wrestling with around the world. May not be repeated on different topics. (Fall and Spring)

POLSCI 1042. Becoming Global Citizens — 3 hrs.

A responsibility of citizens in democracies is to be politically active. How can we be politically active as citizens of the world? Without global elections, we have to find other ways of influencing the key social issues of our time. This class helps students think about how to be politically active on the most important global issues. (Variable)

POLSCI 1048. Introduction to Public Administration — 3 hrs.

Most government employees who are making decisions, running programs and spending taxpayer money are not elected officials, but public servants. The purpose of this course is to examine the role of these bureaucrats in American government by developing an understanding of the history of the system, the tension between expertise and democracy, and the related issues that affect the American people and others around the globe. (Fall and Spring)

POLSCI 1060. B.S. Detection — 3 hrs.

This course seeks to give students the tools to understand what is happening in the world and decide what they should do about it. It is not about what to think, but about how to think. We often talk about critical thinking but what, exactly, does that mean? This course will help students learn to slow down and critically analyze information to help them improve their understanding of current events and develop the habits of mind that contribute to a life of active citizenship. (Fall)

POLSCI 1070. Democracy — 3 hrs.

Democracy is thousands of years old--both as an idea and a practice--but people are still fighting for it in the 21st century. Why are people still willing to fight, even die, to expand and deepen democracy? This course explores this question, and addresses more specific questions such as, what enables democracies to function well? What does a healthy democracy need from citizens? Is democracy really better than alternatives such as monarchy and dictatorship? In addition to enabling students to understand theories and practices of democracy, the course will also enable students to develop some of the skills required of citizens, such as working in diverse groups to address shared problems, and deliberating about complex questions. (Fall and Spring)

POLSCI 2010. Analyzing Politics — 3 hrs.

Political issues can be divisive, but it is necessary to develop the skills and habits of rigorous analysis in order to understand the political phenomena around us. Students will explore various approaches to the scientific study of politics. (Fall and Spring)

POLSCI 2050. Introduction to Political Theory: Freedom, Justice and Power — 3 hrs.

A good politics is guided by ideals such as freedom and justice. But what do those words mean? How does power operate--either to

promote or to prevent the achievement of freedom and justice for all people? Readings range from the ancient world to the contemporary, including thinkers such as Socrates, J.S. Mill, Martin Luther King Jr., and bell hooks. (Fall and Spring)

POLSCI 2131. American State Politics — 3 hrs.

Analysis of organization, functions, and operation of state and local governments. (Fall)

POLSCI 2147. Law, Politics, and Society — 3 hrs.

Law structures our personal, business and civic lives, and when courts resolve disputes about the law their decisions affect our politics and society. This course examines how the legal system works and explores its social and political effects. May include discussion of topics such as racial and socioeconomic barriers to access to justice, tort reform, policing strategies, and crime policy. (Spring)

POLSCI 3111. Politics and Statistics — 3 hrs.

Political science is, by definition, a science and as such is based on empirical research. The purpose of this course is to give students the necessary tools to study politics using quantitative methodology. Emphasis will be placed on the use of quantitative estimation techniques commonly used by political scientists. (Fall)

POLSCI 3112. Campaigns and Elections — 3 hrs.

Systematic examination of structure and functions of modern electoral campaigns for national, state, and local offices. (Even Falls)

POLSCI 3119. Politics of the Global Economy — 3 hrs.

Analysis of how the pursuit of power and the pursuit of wealth interact in international relations. Emphasis on trade policy, monetary and financial policies, economic development, and the politics of globalization since 1945. (Variable)

POLSCI 3120. International Security — 3 hrs.

Survey of the nature and causes of war, and the methods states use to achieve security. Examination of such issues as arms races, alliances, military technology, and military strategy and their relation to the politics of international relations. Analysis of methods for resolving conflicts and promoting peace. (Variable)

POLSCI 3121. Unconventional Warfare — 3 hrs.

Focus on terrorism, insurgency, and guerrilla warfare. Examination of theoretical, practical, and policy issues related to the law, ethics, motivations, conduct, and resolution of conflict between unequal and unlike groups. (Variable)

POLSCI 3122. Alliance Politics — 3 hrs.

Examination of military alliances and their relationship to war and peace. Topics evaluated include alliance formation, endurance, and dissolution. Emphasis placed on connecting theory to practice through the engagement of historical and contemporary cases. (Even Springs)

POLSCI 3123. Nationalism — 3 hrs.

Analysis of causes, forms, and consequences of nationalist movements. Consideration of experiences of nation-states and multinational states. Evaluation of major theoretical approaches to study of nationalist movements and application to several specific cases. (Variable)

POLSCI 3125. Politics of International Development — 3 hrs.

Since the end of the Cold War, the international community has become more concerned with poverty, hunger, deprivation, the spread of disease and violence in all forms. This course studies the political dynamics that lead to action or that perpetuate inaction. (Variable)

POLSCI 3126. Human Rights — 3 hrs.

Examination of the origins and development of the concept of Human Rights. Review of the major challenges to global human rights,

including genocide, racism, political repression, national/religion oppression, and gender discrimination. Emphasis on the international institutions, norms, and policies of states and non-state actors to define and promote human rights. (Variable)

POLSCI 3127. United States Foreign Policy — 3 hrs.

Historical and theoretical examination of the individual, domestic, and systemic factors which affect formulation of United States foreign policy. (Variable)

POLSCI 3129. Political Thought in the U.S. — 3 hrs.

Political ideals have shaped the political institutions, practices, and culture of the U.S., even though our ideals of democracy and freedom have conflicted with realities of exclusion and slavery, and the "American Dream" has at times been undermined by inequality of opportunity. This course explores these tensions, analyzing works of foundational thinkers such as Madison and Jefferson, as well as thinkers aiming to deepen our democracy in the centuries since the founding. (Variable)

POLSCI 3130. Autocratic Politics — 3 hrs.

Examination of the origins and consequences of autocracy. Emphasis placed on studying how autocratic leaders make decisions and how these decisions influence important outcomes like regime survival and state development. (Even Falls)

POLSCI 3132. Community Politics — 3 hrs.

Introduction to structure, functions, and policies of American local government in context of economic, social, and intergovernmental forces. (Variable)

POLSCI 3134. Congress: The First Branch — 3 hrs.

Congress is the first branch, by virtue of being specified in Article I of the Constitution. We will think critically about the role of Congress in the American system of government, how we get it, what it does, and what it does not do. Students will assess evidence of whether Congress can properly be viewed as broken, or not. Prerequisite(s): POLSCI 1014. (Odd Falls)

POLSCI 3135. Politics in Europe — 3 hrs.

Examination of the development of European political institutions, issues, and policies. Social democracy, the European Union, and challenges to democracy are addressed. (Variable)

POLSCI 3140. Decision-Making in Nuclear Politics — 3 hrs.

Examination of how and why leaders develop nuclear weapons, weigh the consequences of nuclear use, and (sometimes) reverse their weapons programs. Emphasis placed on application of theory to real-world examples. (Even Springs)

POLSCI 3141. Constitutional Law — 3 hrs.

Analysis of U.S. Supreme Court decisions and changes in doctrine over time and the political forces affecting these changes. Emphasis on the powers and constraints of the federal government, separation of powers, and federalism. Prerequisite(s): POLSCI 1014 or POLSCI 2147 or POLSCI 3146. (Fall)

POLSCI 3143. International Law — 3 hrs.

Survey of international law from its development to contemporary issues. (Variable)

POLSCI 3144. Civil Rights and Liberties — 3 hrs.

Examines the Supreme Court's role in establishing and protecting individual rights and liberties from government intrusion. Emphasis on the 14th Amendment of the Constitution. Includes issues of free speech, freedom of religion, discrimination, and privacy. (Spring)

Course Descriptions

POLSCI 3145. International Organizations — 3 hrs.

Description of international governmental and nongovernmental organizations, and analysis of their roles in international politics. (Variable)

POLSCI 3146. Judicial Politics and Policy-making — 3 hrs.

Theoretical and empirical examination of the role of appellate courts, especially the U.S. Supreme Court, within the American political system. Examination of theories of judicial decision making, the influence of politics on law and judges, and the impact of court decisions on public policy. (Even Falls)

POLSCI 3150. Public Opinion and Voting Behavior — 3 hrs.

Theoretical and empirical analyses of public opinion, political attitudes, political socialization, as well as voting behavior and political participation. [Same as PSYCH 3150] (Spring)

POLSCI 3151. Modern Presidency — 3 hrs.

Examination of constitutional, electoral, administrative, and political aspects of the modern American presidency as they have evolved from FDR to the present. Prerequisite(s): POLSCI 1014. (Spring)

POLSCI 3153. Leadership and Management in Public Service — 3 hrs.

This course provides students the opportunity to study the political nature, characteristics and operation of American public organizations. Students will analyze the internal and external factors that explain how public organizations operate, including theories and models of leadership and internal dynamics of public organizations and their role in the American political system. (Fall)

POLSCI 3160. Classical Political Theory — 3 hrs.

The nature of justice, arguments for and against democracy, the foundations of political knowledge, and the nature of political communities, as understood by the thinkers of classical Greece. (Variable)

POLSCI 3161. Modern Political Theory — 3 hrs.

Western political thought from Machiavelli to Nietzsche, including the philosophical foundations for the American system of government (liberal and civic republican thought). (Variable)

POLSCI 3162. Power: Political Theories & Applications — 3 hrs.

This course explores contemporary theories of power and their relationships to political events and movements of the 20th and 21st centuries. Students will complete projects to build their familiarity with a particular set of theories and the ways in which those theories respond to or inspire social and political events - from government-sponsored injustices to liberation movements. This course will enable students to develop their capacities for making reasoned judgments about politics and using theory as a tool to develop political meanings that go beyond ideology. (Variable)

POLSCI 3164. Russian Politics — 3 hrs.

Analysis of regimes and regime changes in Russia and Eurasia generally. Examination of institutions, contemporary issues, and policies in comparative context. (Variable)

POLSCI 3166. Political Parties and Interest Groups — 3 hrs.

The history and evolution of political parties and interest groups in the American political system with a focus on their impact on the policy process. This course emphasizes how changes in the political environment including the rise of Super PACs, increased polarization and the use of social media for political mobilization are influencing the role each plays in elections and policy adoption. Prerequisite(s): POLSCI 1014. (Variable)

POLSCI 3170. East Asian Security — 3 hrs.

Examination of patterns of conflict and cooperation in East Asia. Primary focus placed on relations between China, Japan, Taiwan, the two Koreas, and the United States since the end of World War II. (Even Springs)

POLSCI 3172. Public Budgeting — 3 hrs.

Historical development of current budgeting practices; politics of budgetary process at federal, state, and local levels; current methods of budgeting for public agencies, focusing on integration of budgeting into program planning. (Spring)

POLSCI 3174. Management of Public Human Resources — 3 hrs.

Development of current government personnel practices; contemporary issues in personnel administration; techniques of job analysis; recruitment and selection of employees; and problems of supervision and evaluation. Prerequisite(s): POLSCI 1014; POLSCI 1048. (Variable)

POLSCI 3181. Internship in Politics — 3-8 hrs.

Student serves as intern with government official or in public or private agency: (1) Federal; (2) State; (3) Local; (4) Intergovernmental; (5) Legal; (6) Interest Group; (7) International; and (8) Electoral. Prerequisite(s): POLSCI 2010; 15 hours of political science; Political Science, Political Communication, or Public Administration major; junior standing and consent of department. (Fall, Spring, Summer)

POLSCI 4130/5130. Iowa Politics — 3 hrs.

Emphasis placed on the origins of Iowa's governmental structure, the three branches of government, and its unique role in presidential politics. Will examine some of the perennial issues facing the state. Prerequisite(s): junior standing. (Spring)

POLSCI 4142/5142. Problems in Juvenile and Family Law — 3 hrs.

Aspects of juvenile and family law; how legislature and courts have developed juvenile and family law, including marriage and divorce, adoption, and competency of minors. Prerequisite(s): junior standing. (Fall and Spring)

POLSCI 4143/5143. Citizen Participation and Civic Engagement — 3 hrs.

Introduces the key issues and problems affecting citizen participation and engagement at the community and national levels. Prerequisite(s): junior standing. (Variable)

POLSCI 4160/5160. Political Communication — 3 hrs.

Study of the elements of national and/or local political communication, including the rhetoric of political campaigns, and/or the rhetoric of elected officials. Prerequisite(s): junior standing. (Same as COMM 4216/5216) (Fall)

POLSCI 4173. Politics and Public Policy — 3 hrs.

Can we predict public policy? The short answer is "no." Public policies are the result of human decisions, a process which is not always rational. This course will examine why by focusing on biases in human decision making and how such biases can help improve our understanding of the policy process. Prerequisite(s): POLSCI 1014; POLSCI 1048; junior standing. (Fall)

POLSCI 4175/5175. Women in Politics — 3 hrs.

Theoretical, historical, and empirical studies of the role of women as political actors, policy issues affecting women, and the role of gender in shaping political attitudes and perceptions, with particular emphasis on the U.S. experience. Prerequisite(s): junior standing. (Variable)

POLSCI 4176/5176. Topics in Public Policy — 3 hrs.

Explores the latest developments in the field of public policy research. Ongoing policy issues may be used as examples to illustrate theoretical developments or to introduce applications of course material. May be repeated under different topics. Prerequisite(s): junior standing. (Variable)

POLSCI 4177/5177. Political Psychology — 3 hrs.

Explores the connections between psychology and political phenomena, including leadership, decision making, intergroup relations, and persuasion. Prerequisite(s): junior standing. [Same as PSYCH 4177/5177] (Variable)

POLSCI 4184. Senior Seminar in Political Science — 3 hrs.

Examination of specific topics through application of theories and methods of political science analysis. Research papers required. Prerequisite(s): 24 credit hours of Political Science. (Fall and Spring)

POLSCI 4188/5188. Seminar in Public Administration — 3 hrs.

Advanced topics in public administration, such as essential and nonessential service delivery, fiscal administration, and community development. Introduces students to issues not covered in other public administration courses. Prerequisite(s): POLSCI 1048; junior standing. (Spring)

POLSCI 4189/5189. Readings in Political Science — 1-3 hrs.

May be repeated only with consent of department. Prerequisite(s): 12 hours in political science; junior standing; consent of department. (Fall, Spring, Summer)

POLSCI 4198. Independent Study.

(Fall, Spring, Summer)

POLSCI 5154. Public Service Leadership and Management — 3 hrs.

This course focuses on the theories and practice of leadership and management in the public and nonprofit sectors. Particular attention will be paid to the history behind the theories and concepts used in the analysis and discussion of leadership and management to understand their development, to what degree they may be applicable to other settings, and their strengths and weaknesses. The course will enable students to understand variations in different organizational settings, alternative bases of authority, diverse communication styles, as well as the exercise of leadership and its connection with management. (Variable)

POLSCI 5171. Public Budgeting and Financial Management — 3 hrs.

This course provides students the opportunity to study the local budgetary process and to explore with the following topics: budget document and budget process; the budget cycle; operating and capital budget; evolution of budget; the balanced budget; functions of the budget office; planning, adopting, implementing and controlling the budget; performance measures for public budgeting and budgeting for capital improvements. (Variable)

POSTSEC: Postsecondary Education: Student Affairs Courses

POSTSEC 2000. Supporting Students in Collegiate Environments — 3 hrs.

Students will discuss student affairs functional areas to support college students, differing higher education environments, and understanding college student populations. (Fall and Spring)

POSTSEC 3000. Exploring College Resources and the Student Affairs Profession — 1 hr.

The purpose of this course is to provide an overview of resources across campus. This course will introduce undergraduate students to the field of student affairs in the context of higher education. Course will include both instruction and hands-on learning opportunities. (Fall and Spring)

POSTSEC 3161. Undergraduate Internship in Student Affairs — 1-3 hrs.

Supervised experience in a postsecondary setting. Course is intended to be as a follow up to the Exploring the Student Affairs Profession course. May be repeated for maximum of 6 hours. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): POSTSEC 2000 or POSTSEC 3000. (Spring)

POSTSEC 6220. Leading and Advising — 3 hrs.

Provides an overview and skill development in the areas of Leadership and Advising. (Fall)

POSTSEC 6250. Teaching in College — 3 hrs.

Examination of issues and problems in college teaching including roles of the college teacher, factors affecting teaching and learning environment, learning theory, course planning, and teaching strategies. (Spring and Summer)

POSTSEC 6256. The Two-Year College — 3 hrs.

Provides an understanding of the mission, governance, operation, and student and faculty issues unique to the two-year college in the United States, with particular attention to Iowa. (Spring and Summer)

POSTSEC 6260. History of U.S. Higher Education — 3 hrs.

Overview of the historical development, issues, philosophies, and cultural backgrounds of higher education in America. (Fall)

POSTSEC 6262. Globalization of Education: Components, Issues, and Comparative Systems — 3 hrs.

This class will explore the impact of globalization on education and issues shaping educational policies and practices in the United States. The focus includes global networks and flow of ideas and practices, global marketing of educational products and services, world migration, and global models of education. Students will deepen their knowledge and understanding through investigation and comparison of educational systems and pathways to higher education. (Odd Summers)

POSTSEC 6264. Values, Philosophies and History of Student Affairs — 3 hrs.

Introduction to the field of college/university student services with applications of theory to practice, and including elements of history. (Fall)

POSTSEC 6265. Organizational and Personal Foundations for Student Affairs — 3 hrs.

This course will serve as a follow up to the Values, Philosophies and History of Student Affairs course. Topics covered include the administration of student affairs, history of student affairs and central concepts to the student affairs profession. (Spring)

POSTSEC 6268. Supporting College Students in Higher Education — 3 hrs.

The course will discuss higher education environments and the students who attend them. Additionally, the course will discuss student populations and the support needed for all to succeed. (Fall)

Course Descriptions

POSTSEC 6270. College Student Development — 3 hrs.

Addresses student development theories (moral, ethical, intellectual, and psychosocial), and their application in student affairs settings. (Fall)

POSTSEC 6273. Research and Assessment — 3 hrs.

Introduction to the basic research literacy necessary for student affairs profession. Prerequisite(s): admission to Postsecondary Education: Student Affairs program. (Fall)

POSTSEC 6274. Higher Education Law — 3 hrs.

Discusses Federal, State and local law and its impact on higher education. (Spring)

POSTSEC 6275. Professional Helping in College Student Affairs — 3 hrs.

Provides an overview of helping skills needed in the student affairs profession. Prerequisite(s): consent of instructor. (Spring)

POSTSEC 6289. Seminar in Postsecondary Education: Current Issues in Student Affairs — 3 hrs.

Provides preparation for work in the student affairs profession, including providing instruction on preparation of the final portfolio presentation. Prerequisite(s): consent of instructor. (Spring)

POSTSEC 6291. Internship in Postsecondary Education — 1-6 hrs.

Supervised substantive experience in a postsecondary setting. May be repeated for a maximum of 12 hours. (Variable)

POSTSEC 6299. Research.

Prerequisite(s): consent of department. (Variable)

POSTSEC 7274. Doctoral Higher Education Law — 3 hrs.

Discusses Federal, State, and local law from an administrative level perspective. Includes impact on higher education at both the institutional and general field level. (Spring)

POSTSEC 7311. Educational Leadership and Systems Change — 3 hrs.

Examination of knowledge base for both change and leadership. Emphasis on understanding how change factors and leadership styles interact to influence receptiveness to and acceptance of change. Prerequisite(s): doctoral status or consent of college. (Same as EDLEAD 7311) (Variable)

POSTSEC 7372. College Effects on Students — 3 hrs.

Reviews the research on the effects of higher education on students. Prerequisite(s): admission to the M.A. Postsecondary Education: Student Affairs program or admission to the Doctor of Education. (Variable)

POSTSEC 7373. Administration and Finance in Higher Education — 3 hrs.

This course is designed to provide information in the areas of administration and finance in higher education. (Variable)

POSTSEC 7374. Organizational Processes and Communication in Higher Education — 3 hrs.

This course is designed to provide information in the areas of organizational processes and communication in higher education. (Variable)

POSTSEC 7389. Seminar in Postsecondary Education.

Special topics as indicated in the schedule of classes. Prerequisite(s): consent of instructor. (Variable)

POSTSEC 7397. Practicum: Postsecondary Education — 1-3 hrs.

Advanced orientation and experience for Student Affairs majors in a professional setting. Offered on credit/no credit basis only. May

be repeated for maximum of 6 hours. Prerequisite(s): consent of instructor. (Variable)

PRODINNO: Product Innovation

Courses

PRODINNO 1000. People, Culture, and Industry — 3 hrs.

An introduction to the product design industry, with a focus on understanding the cultural, social, economic and sustainability issues. The class includes projects focused on the role of innovative ideas within the industry, exploring the impact on human experience, and following contemporary trends. (Variable)

PRODINNO 2000. Quality Assurance — 3 hrs.

Learn about design materials. Discuss material performance expectations and methods through physical lab testing. (Variable)

PRODINNO 3000. Branding Strategies for the Industry — 3 hrs.

Application of sociology, anthropology and psychological concepts and theories to branding strategies. Includes modules focused on theories underlying and the application of sustainability principles. The culminating project for each student is an empowerment brand. Prerequisite(s) or corequisite(s): PRODINNO 1000. (Variable)

PRODINNO 4000. Product Development — 3 hrs.

Application of product development concepts and procedures for planning, developing, sourcing, and producing product lines for identified target markets based on market research. Prerequisite(s) or corequisite(s): INTDSGN 1001. (Variable)

PRODINNO 4184/5184. Topics in Product Innovation — 1-3 hrs.

Selected topics relating to current issues in product innovation. Topics to be announced in the Schedule of Classes. May be repeated on different topic for maximum of 6 hours. Prerequisite(s): junior standing. (Variable)

PSM: Professional Science Master's

Courses

PSM 6100. Business Management for Science Professionals — 3 hrs.

Designed to provide science professionals with a strong foundation of critical business knowledge and skills, including strategic management, accounting, legal issues, personnel management, and communication styles and formats. Prerequisite(s): PSM 6289. (Fall and Spring)

PSM 6289. Professional Science Master's Seminar — 1 hr.

Weekly seminar for Professional Science Master's students which alternates student presentations with discussions between students and company representatives. Presentations are on select industries or corporations, one presentation every other seminar session. Alternate weeks are devoted to discussions with representatives of the selected companies. May be repeated for maximum of 3 hours. Prerequisite(s): admittance to the P.S.M. graduate program. (Fall and Spring)

PSM 6300. Team-Based Problem Solving — 3 hrs.

For P.S.M. Biotechnology and P.S.M. Ecosystem Management students. Discussion and/or lab, 5 periods. Prerequisite(s): PSM 6289; minimum of 6 hours completed in a P.S.M. degree program. (Fall and Spring)

PSM 6950. Professional Science Master's Internship — 1-6 hrs.

Supervised work experience for Professional Science Master's students. Students will receive appropriate industrial/corporate training in their specific field of expertise. Prerequisite(s): enrolled in P.S.M. program and consent of appropriate department head. (Fall and Spring)

PSYCH: Psychology

Courses

PSYCH 1001. Introduction to Psychology — 3 hrs.

Survey of basic principles in psychology including cognitive, emotional, social, developmental, and biological processes, and the scientific research methods used to learn about these processes. Course requires participation in psychological research; or an alternative acceptable to both students and the department which provides a similar educational experience. (Fall, Spring, Summer)

PSYCH 1093. Military Psychology — 1 hr.

Course topics focus on psychological issues encountered by veterans and active-duty military personnel, including resilience development, combat stress reactions, PTSD, suicide prevention, military culture, military selection, and leadership. Prerequisite(s): PSYCH 1001. (Fall and Spring)

PSYCH 2002. Professional Preparation in Psychology — 1 hr.

Familiarizes students with career options in psychology, helps students clarify personal interests and career goals, and prepares them for job searching or admission to graduate school. May be repeated for a maximum of 2 credits. Prerequisite(s): PSYCH 1001. (Fall and Spring)

PSYCH 2201. Psychology of Gender — 3 hrs.

General overview of the nature and meaning of gender, gender roles, and stereotypes; research on gender similarities and differences; gender development; and the effects of stereotypes and roles. Prerequisite(s): PSYCH 1001. (Fall and Spring)

PSYCH 2202. Developmental Psychology — 3 hrs.

Contemporary and historical theories of human development throughout the lifespan; description of cognitive, emotional, social, and physical changes over time. (Fall and Spring)

PSYCH 2203. Social Psychology — 3 hrs.

Overview of social psychology. Includes social perception and cognition, attraction and liking, social influence, group dynamics, and attitude formation and change. Prerequisite(s): PSYCH 1001. (Fall and Spring)

PSYCH 2301. Applied Psychology — 3 hrs.

Overview of various areas traditionally studied within applied psychology. Topic areas covered include work/occupational psychology, as well as areas related to legal issues, health, environment, education, counseling and abnormal behavior. Prerequisite(s): PSYCH 1001. (Fall and Spring)

PSYCH 2302. Psychology and Law — 3 hrs.

Study of psychological theory and empirical research as it relates to the law. Topics include witness memory, suspect identification, lineup procedures, false confessions, lie detection, juror cognition, and jury decision making. Prerequisite(s): PSYCH 1001. (Fall and Spring)

PSYCH 2401. Clinical Psychology — 3 hrs.

Contemporary practice of clinical psychology with emphasis on the theories and techniques of cognitive-behavioral interventions. Prerequisite(s): PSYCH 1001. (Fall and Spring)

PSYCH 2402. Psychology of Personality — 3 hrs.

Introduction to major theoretical models of personality and to applications derived from these theories, and an overview of empirical findings in selected topics in personality. Prerequisite(s): PSYCH 1001. (Fall and Spring)

PSYCH 2403. The Science and Experience of Human Flourishing — 3 hrs.

Explores the theoretical foundations, methodological approaches, and interventions of Positive Psychology and Positive Developmental Science to study positive emotions, experiences, relationships, meaning, and achievement. Additional topics include happiness, well-being, joy, purpose, optimism, resilience, character strengths, values, flow, wisdom, mindfulness, spirituality, meditation, post-traumatic growth, positive families, positive education, and positive work. [Same as FAM SERV 2403] (Variable)

PSYCH 2404. Psychology of Human Attributes — 3 hrs.

The nature and extent of human attributes as they apply to an understanding of general psychology of the individual and group differences in a social setting. Prerequisite(s): PSYCH 1001. (Variable)

PSYCH 2405. Desire, Love, and Hate — 3 hrs.

Survey of factors affecting attraction, interactions, and short and long term social relationships, including how interpersonal relationships affect our mental and physical health. Prerequisite(s): PSYCH 1001. (Spring)

PSYCH 2601. Psychology of Music — 3 hrs.

Introduction to the scientific study of psychology of music. Topics include physics of sound and psychoacoustics, pitch and rhythm representation, development of musical intelligence, emotion and meaning in music, functions of music in society, and music therapy. Prerequisite(s): PSYCH 1001. (Variable)

PSYCH 2701. Community Service/Experiential Learning — 1-3 hrs.

Students explore potential career options via volunteer opportunities at an approved location from 3-9 hours per week, after completing training required by the specific agency. Serves as a valuable hands-on learning experience. May be repeated for maximum of 6 credit hours. Prerequisite(s): PSYCH 1001; consent of instructor. (Variable)

PSYCH 3002. Research Methods — 4 hrs.

Introduction to fundamentals of psychological inquiry. Emphasis on experimental research but all major approaches (correlational, field, clinical, phenomenological) considered. Prerequisite(s): PSYCH 1001; plus 6 additional credit hours in psychology. (Fall and Spring)

PSYCH 3003. Psychological Statistics — 4 hrs.

Introduction to the basic methods of collecting, organizing, and analyzing psychological data. Emphasis on statistical inference (e.g., t tests, F tests, and selected non-parametrics). Provides the student with the basic statistical concepts and skills necessary for the laboratory and survey work and to provide adequate quantitative background for understanding psychological literature. Prerequisite(s): PSYCH 1001; PSYCH 3002; one college-level mathematics course or consent of instructor. (Fall and Spring)

PSYCH 3101. Biopsychology — 3 hrs.

Emphasizes how nature and nurture interact to allow genuine insight into the how and why of behavior including addiction, mental health, language, and perception. Takes account of recent discoveries that have transformed psychology and biology. Includes information on

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brain functioning, hormones, and natural selection as they apply to human behavior. (Fall and Spring)

PSYCH 3102/5102. Drugs and Individual Behavior — 3 hrs.

Survey of the effects/side-effects of all categories of psychoactive drugs on brain, body, and behavior. Covers patterns of use and/or abuse of prescription, non-prescription and street drugs as well as an introduction to drug abuse treatment. Prerequisite(s): junior standing. (Fall and Spring)

PSYCH 3104/5104. Introduction to Neurology — 3 hrs.

Introduction to basic nervous system structure and function including the neuron, the forebrain and its specific functions, and brief coverage of methods of study and clinical neurology. Disorders of memory, brain injury, neurodevelopment and the role of environmental teratogens are covered. Prerequisite(s): PSYCH 1001; junior standing; written consent of instructor. (Variable)

PSYCH 3150. Public Opinion and Voting Behavior — 3 hrs.

Theoretical and empirical analyses of public opinion, political attitudes, political socialization, as well as voting behavior and political participation. [Same as POLSCI 3150] (Spring)

PSYCH 3179. Cooperative Education — 1-6 hrs.

For students who wish to apply classroom learning to field experience. Requires approval by the faculty supervisor, the head of the academic department granting credit, and Cooperative Education/Internship staff for placement agreement, project, and credit arrangements. Credit may not be applied to a major or minor without approval by the department offering the major or minor. Co-op/Internship staff assist in developing placements and arranging student interviews with employers and maintain contact with student and employer during the co-op/internship experience. May be repeated for maximum of 6 credit hours. (Fall, Spring, Summer)

PSYCH 3204/5204. Psychology of Aging — 3 hrs.

Analysis of the factors affecting adult development and aging. Emphasis on physiological, cognitive, sensory, personality, and interpersonal changes occurring with age. Prerequisite(s): PSYCH 1001; junior standing. (Fall and Spring)

PSYCH 3303/5303. Health Psychology — 3 hrs.

Overview of the contribution of social, personality, and clinical psychology to: a) an understanding of the psycho-social variables affecting physical illness and disease; b) the development of assessment and intervention strategies for comprehensive illness management and rehabilitation; and c) the promotion and maintenance of health-enhancing behavior. Prerequisite(s): PSYCH 1001; junior standing. (Fall and Spring)

PSYCH 3304. Work Psychology: Well-Being — 3 hrs.

Explores how psychological science can improve health and happiness at work. This course focuses on the characteristics of work and workers impacting satisfaction, motivation, leadership, teamwork, and health and safety. (Fall and Spring)

PSYCH 3305. Work Psychology: Performance — 3 hrs.

Explores how psychological science can improve performance at work. The course focuses on maximizing performance by selecting prospective employees, training employees, and engaging with employees through performance evaluation. (Fall and Spring)

PSYCH 3310. Psychology of Science and Pseudoscience — 3 hrs.

Daily, we are bombarded with interesting and novel breakthroughs involving claims that may or may not be true. In this age of fake news, alternative facts, and evidence-free assertions, critical thinking is of paramount importance. In this course, students will distinguish

science and pseudoscience; identify logical fallacies and cognitive biases involved in pseudoscientific thinking; and critically evaluate current controversies (e.g., vaccines, alternative medicine, conspiracy theories) from multiple perspectives. (Fall and Spring)

PSYCH 3403/5403. Abnormal Psychology — 3 hrs.

Definition, classification, and characteristics of abnormal behaviors and major mental disorders. Review of the causes and treatment of major mental disorders. Prerequisite(s): PSYCH 1001; junior standing. (Fall, Spring, Summer)

PSYCH 3502/5502. Motivation and Emotion — 3 hrs.

Addresses genetic, environmental, physiological, and emotional influences; goal setting; psychological and social needs; self and personality. Prerequisite(s): PSYCH 1001; junior standing. (Fall and Spring)

PSYCH 3505/5505. Cognitive Psychology — 3 hrs.

Investigation of basic concepts and contemporary topics in cognitive psychology such as perception, attention, pattern recognition, consciousness, memory, the representation of knowledge, language, cognitive development, thinking, and artificial intelligence. Prerequisite(s): PSYCH 1001; junior standing. (Fall and Spring)

PSYCH 3510. Improve Health With Decision Science — 3 hrs.

People make daily choices that impact their health and well-being. This course will explore a wide range of health-related behaviors through a decision-making lens, examining how they are influenced by emotions, cognitions, personality, and environmental factors. By gaining insight into the obstacles to better decision making, we can understand how to improve people's health and lives. Prerequisite(s): PSYCH 1001. (Variable)

PSYCH 3603/5603. Child and Adolescent Psychopathology — 3 hrs.

Overview of childhood problems ranging from minor problems in adjustment to severely disabling disorders; primary focus on research findings relevant to assessment, etiology, prognosis, and management. Prerequisite(s): PSYCH 1001; plus any one from FAM SERV 1055, PSYCH 2202, EDPSYCH 2030, or equivalent, or consent of instructor; junior standing. (Fall and Spring)

PSYCH 3606/5606. Special Topics in Social Psychology — 3 hrs.

In-depth coverage of an applied topic in social psychology and the design of social psychology research. Students will be required to complete a project, which may or may not include the collection of data, in the topical area. Topics may include, but are not limited to, social cognition, emotion, interpersonal relationships, aggression, persuasion, altruistic behavior, identity and group dynamics. Prerequisite(s): PSYCH 1001; PSYCH 3002; PSYCH 2203; junior standing. (Variable)

PSYCH 4177/5177. Political Psychology — 3 hrs.

Explores the connections between psychology and political phenomena, including leadership, decision making, intergroup relations, and persuasion. Prerequisite(s): junior standing. [Same as POLSCI 4177/5177] (Variable)

PSYCH 4198. Independent Study — 1-3 hrs.

Under special circumstances, students may study a topic of interest under the supervision of an individual faculty member. Generally, three hours of independent reading per week per credit hour. May be repeated for a maximum of 6 credit hours. Prerequisite(s): consent of instructor. (Variable)

PSYCH 4604/5604. Principles of Psychometrics — 3 hrs.

Exploration of contemporary theories and principles basic to the construction and clinical use of psychological tests. Students will learn how to (a) critically evaluate psychological tests (e.g., self-report and interview methods) and (b) develop and validate self-report instruments, using contemporary psychometric principles and procedures. Prerequisite(s): PSYCH 1001; PSYCH 3002; PSYCH 3003; junior standing. (Variable)

PSYCH 4607/5607. Psychological Anthropology — 3 hrs.

Psychological dimensions of sociocultural systems from a cross-cultural perspective. Analysis of universals and cultural variation in cognition, socialization, concepts of the self, emotion, and mental illness. Prerequisite(s): PSYCH 1001 or ANTH 1002; junior standing. (Variable)

PSYCH 4608/5608. Gender in Cross-Cultural Perspective — 3 hrs.

Evolutionary, biological, psychological, cognitive, social, and cultural theories of gender and gender inequality evaluated with respect to cross-cultural data. Prerequisite(s): PSYCH 1001 or SOC 1000 or ANTH 1002; junior standing. (Same as ANTH 3104/5104) (Variable)

PSYCH 4609/5609. Seminar in Psychology — 1-3 hrs.

Provides opportunity to correlate previous course work and knowledge in field of psychology. May be repeated for maximum of 6 hours. Prerequisite(s): PSYCH 1001; PSYCH 3002 or consent of instructor; 15 hours in psychology; junior standing. (Variable)

PSYCH 4704/5704. Practicum in Teaching Psychology — 1-3 hrs.

Organization and teaching of psychology; student serves as participant-observer, with advance approval, in any PSYCH xxxx course. May be repeated for a maximum of 6 credit hours. Prerequisite(s): Psychology GPA 3.00 or higher; B+ or higher in the course for which student will participate; junior standing. (Fall, Spring, Summer)

PSYCH 4705/5705. Research Experience in Psychology — 1-3 hrs.

Conduct a supervised research or scholarly project. Highly recommended for students planning to enter graduate programs. Majors with an overall GPA of at least 3.50 may earn departmental honors if their projects are deemed worthy of honors by the department. May be repeated for a maximum of 12 credit hours. Prerequisite(s): PSYCH 1001; PSYCH 3002; 15 hours in psychology; junior standing; consent of instructor. (Fall, Spring, Summer)

PSYCH 6001. Advanced Statistics — 3 hrs.

Review of elementary descriptive and inferential statistics, analysis of variance and covariance models, multiple linear regression and the generalized linear model, and specialized topics in multivariate analysis. Prerequisite(s): previous courses in statistics; graduate standing in psychology or consent of instructor. (Fall)

PSYCH 6002. Research Design — 3 hrs.

Covers the planning and execution of psychological research. Topics include research design, measurement, ethical issues, sources of artifact and bias, data evaluation, and interpretation. Prerequisite(s): PSYCH 6001; graduate standing in psychology or consent of instructor. (Spring)

PSYCH 6003. Graduate Practicum in Teaching Psychology — 1 hr.

Preparation for and supervised experience as an introductory psychology instructor. Required course for all first-semester Teaching Fellows; may be taken by graduate students planning to apply for teaching fellowships. May be repeated. Some course work required

before the start of first teaching semester. Prerequisite(s): graduate standing in psychology. (Variable)

PSYCH 6006. Research in Psychology — 1-3 hrs.

Conduct a supervised research project. May be repeated for maximum of 9 hours. Prerequisite(s): graduate standing in psychology; consent of graduate coordinator and instructor. (Fall, Spring, Summer)

PSYCH 6203. Personality — 3 hrs.

Comparative study of major personality theories and techniques of personality assessment. Prerequisite(s): graduate standing in psychology or consent of instructor. (Even Springs)

PSYCH 6204. Advanced Social Psychology — 3 hrs.

Covers the major areas of classic and current research in social psychology. Students engage in an in-depth, critical analysis of the research in areas including, but not limited to, conformity, obedience, social norms, social cognition, interpersonal relationships, aggression, and helping behavior. Substantial proportion of the course focuses on social cognition. Examines the socio-historical context of social psychology and the application of social psychological research. Prerequisite(s): an undergraduate course in social psychology; graduate standing in psychology or consent of instructor. (Fall)

PSYCH 6205. Advances and Developments in Social Psychology — 1 hr.

Seminar involving presentations and discussion of current research in social psychology. May be repeated for maximum of 4 hours credit. Credit/no credit basis only. Prerequisite(s): graduate standing in psychology (Social Psychology emphasis) or consent of instructor. (Fall and Spring)

PSYCH 6206. Field Methods in Social Psychology — 3 hrs.

This course is an introduction to survey science, experimental field methods, and quasi-experimental designs used in the social and behavioral sciences. The course will explore design principles for surveys, field and quasi-experiments and common challenges encountered when implementing such methods. Students will be introduced to principles of survey process, sampling, modes of survey data collection, issues of experimental compliance, randomization inference, and attrition. Students will be asked to participate actively in discussions, and complete weekly and semester-long projects in order to integrate social psychology questions into survey, field, and quasi-experimental research methodologies. Prerequisite(s): Graduate standing in Psychology (Social emphasis) or consent of instructor. (Spring)

PSYCH 6285. Readings in Psychology — 1-3 hrs.

Individualized readings. May be repeated for maximum of 6 hours. Prerequisite(s): consent of instructor. (Fall, Spring, Summer)

PSYCH 6289. Seminar.

(Variable)

PSYCH 6299. Research.

Prerequisite(s): consent of department. (Fall, Spring, Summer)

PSYCH 6401. Cognitive Assessment — 4 hrs.

Introduction to the standardized administration of cognitive and achievement tests. Students will learn best practices for ethical, technically competent, empirically supported assessments. Prerequisite(s): Graduate standing in psychology (Clinical Science emphasis) or consent of instructor. (Fall)

PSYCH 6405. Personality Assessment — 4 hrs.

Overview of theoretical and empirical issues in personality measurement. Examines psychometric properties of traditional personality assessment techniques, and utility of behavioral and

Course Descriptions

objective assessment in diagnosis. Prerequisite(s): Graduate standing in psychology or consent of instructor. (Spring)

PSYCH 6406. Adult Psychopathology and Diagnosis — 3 hrs.

Reviews diagnostic issues and covers the major mental disorders in the Diagnostic and Statistical Manual of Mental Disorders. Includes coverage of symptoms, prevalence and incidence, risk factors and correlates, etiology, and differential diagnosis issues. Prerequisite(s): graduate standing in psychology or consent of instructor. (Spring)

PSYCH 6410. Child Psychopathology and Diagnosis — 3 hrs.

An overview of diagnostic and assessment issues in the most common types of childhood psychopathology, as well as an in-depth examination of evidence-based treatments for these disorders. Prerequisite(s): graduate standing in the Psychology department or related field. (Spring)

PSYCH 6418. Internal Clinical Practicum — 1-3 hrs.

Supervised experience as a psychologist-trainee in the UNI Psychological Assessment Clinic. May be repeated for maximum of 3 hours. Prerequisite(s): Graduate standing in psychology (Clinical Science emphasis), grade of B- or higher in all courses. (Fall and Spring)

PSYCH 6419. Internship — 3 hrs.

A course for students on the Professional Track of the Clinical Science Emphasis in the Psychology MA program. These students will complete advanced clinical training at an agency either on campus or off campus. Students will see clients and will be exposed to additional professional experiences. Prerequisite(s): Graduate standing in Psychology (Clinical Science emphasis). (Spring)

PSYCH 6425. Practicum Team — 3 hrs.

In a vertical team of graduate students, this course covers therapy skills, clinical ethics, and evidence-based psychological practice through relevant clinical readings, case studies, and professional clinical experiences. Less advanced students will learn primarily through academic means, whereas more advanced students will also learn through clinical practicum experiences. Prerequisite(s): Graduate standing in Psychology (Clinical Science Emphasis). (Fall and Spring)

PUBPOL: Public Policy

Courses

PUBPOL 6201. Politics and Public Policy — 3 hrs.

Defining and focusing on the non-linear aspect of the policy process, including an emphasis on non-rational decision making. Analysis of legislative, executive, and bureaucratic influences. Understanding how policy images and public perception shape the formation of public policy and evaluation techniques. (Odd Falls)

PUBPOL 6204. Program Evaluation in Public Policy — 3 hrs.

Theory and practice of program evaluation and evaluative research from both quantitative and qualitative perspectives. (Even Falls)

PUBPOL 6220. Public Policy, Advocacy and Public Funding — 2 hrs.

Policy context of philanthropy and nonprofit development; the role of nonprofits in policy development and advocacy. Prerequisite(s): admission into the Philanthropy and Nonprofit Development graduate program. (Variable)

PUBPOL 6230. Ethics in Public Policy — 3 hrs.

Examination of widely accepted moral philosophies and non-rational approaches to ethical judgments; application of ethical principles and

analytic methods to decision-making in public policy. Specific topics will vary, in accordance with current events. (Variable)

PUBPOL 6260. Policy Analysis: Methods and Approaches — 3 hrs.

Research methods and approaches for analyzing and evaluating public policy choices and impacts. Understanding the context and purposes of policy analysis. Defining policy research questions and developing research designs. Selecting and applying appropriate research methods to policy problems. Prerequisite(s): enrollment requires admission to the graduate program in Public Policy, or consent of Director of Graduate Program in Public Policy. (Odd Falls)

PUBPOL 6275. Quantitative Methods for Politics and Policy — 3 hrs.

Statistical methods appropriate to study of political science and public policy, including hypothesis testing using parametric and nonparametric tests, correlation and bivariate regression, experimental methods, logistic regression and multiple regression. (Even Springs)

PUBPOL 6276. Data Collection, Reporting, and Analysis — 3 hrs.

Introduction to quantitative and qualitative data collection, reporting, and analysis for the study of public policy. Students will have the opportunity to explore real world data sets using the tools and analytical skills learned throughout the course to produce policy memos or reports informed by data analysis. (Even Falls)

PUBPOL 6280. Capstone: Policy Practicum — 3 hrs.

Provides students with an opportunity to apply the data analytic and program evaluation skills learned throughout the program by partnering with selected organizations in surrounding communities to engage in policy analysis and decision making. (Odd Springs)

PUBPOL 6281. Internship in Public Policy — 3 hrs.

Field experience for students enrolled in Master of Public Policy degree program. (Summer)

PUBPOL 6285. Readings in Public Policy — 1-3 hrs.

Registration requires written consent of Program Director. May be repeated. (Odd Summers)

RELS: Religion

Courses

RELS 1020. Religions of the World — 3 hrs.

Living religions with emphasis on texts, beliefs, tradition, values, and practices. (Fall, Spring, Summer)

RELS 1040. The Power of Myth: (Topic) — 3 hrs.

The Power of Myth examines the functions of "myth" in religious texts, beliefs, rituals, institutions, and communities. Drawing upon key methods and approaches in the Study of Religion, this course introduces students to myths and myth-making as a creative, historical-cultural expression found in many religious communities. Specific myths will be examined in this course as well as its relationship to specific cultural contexts and communities. Topic and theme will differ across sections, but will draw from a range of creative works from ancient sacred texts to popular US culture. May be repeated for a maximum of 6 hours on different topics. (Fall and Spring)

RELS 1060. American Religious Diversity — 3 hrs.

American Religious Diversity examines the meanings and functions of religion in the United States by focusing on minoritized and marginalized religious identities, communities, and institutions. Drawing upon methods used in the cultural study of religion, students will gain greater awareness of the rich diversity of religious life in the

United States while also learning about historical instances of religious intolerance within US history. (Fall and Spring)

RELS 1510. Religion, Ethics, and Film — 3 hrs.

Introduction to study of religion through critical examination of a variety of contemporary films. Draws on student visual literacy as an approach to the study of religion. (Variable)

RELS 1540. Ethics in Business — 3 hrs.

Application of ethical principles and analytic methods to contemporary issues in business. Topics include moral responsibility of corporations and their regulation; economic policy, business practices, and social justice; rights and obligations of employers and employees; meaningful work, motivation, and the worker; affirmative action and reverse discrimination; and environment and natural limits of capitalism. (Same as PHIL 1540) (Variable)

RELS 2001. Old Testament and Other Hebrew Scriptures — 3 hrs.

Introduction to history and ideas of Old Testament and other Hebrew scriptures. (Fall)

RELS 2002. New Testament and Early Christian Writings — 3 hrs.

Introduction to history and ideas of New Testament and early Christian writings. (Spring)

RELS 2070. Ethics in the Age of AI — 3 hrs.

Both professionally and personally, our lives are increasingly intertwined with artificial intelligence. In this class, normative ethical concepts and value traditions will be brought to bear on the emergence of generative AI. Students will be given the opportunity to reflect on the ties between emerging technology and their own values. Topics may include but are not limited to: AI in research and intellectual labor, AI in the learning process, AI and the workforce, AI and the future of humanity, AI's potential impact on human skill sets and social aptitudes, AI and the environment. [Same as PHIL 2070] (Variable)

RELS 2100. Hinduism and Buddhism — 3 hrs.

Hinduism, Buddhism, Islam. (Even Falls)

RELS 2110. Confucianism, Daoism, and Zen — 3 hrs.

Daoism, Confucianism, Buddhism, Shintoism. (Odd Falls)

RELS 2120. Judaism and Islam — 3 hrs.

Study of the doctrines and practices of Judaism and Islam in their cultural context with attention to historical development and current situation. (Odd Springs)

RELS 2130. Christianity — 3 hrs.

Introductory survey of development, beliefs, practices, and varieties of Christianity. (Even Springs)

RELS 2140. Philosophy of Religion — 3 hrs.

Examination of philosophical discussions on the nature and function of religion and religious language; special attention to how philosophical frameworks and methods shape understanding of religion and talk about God and human fulfillment. (Same as PHIL 2140) (Variable)

RELS 2220. Faith and Reason: Philosophy in the Middle Ages — 3 hrs.

Traces the historical development of philosophical thought on the interrelation of religious faith and reason in Jewish, Christian, and Islamic philosophical traditions. (Same as PHIL 2220) (Even Springs)

RELS 2550. Environmental Ethics — 3 hrs.

Introduction to and application of ethical theory to environmental issues, including responsibility for plants and animals, pollution,

natural resources, and population growth. (Same as PHIL 2550) (Variable)

RELS 2570. Good Sex: The Ethics of Human Sexuality — 3 hrs.

This course introduces students to a range of ethical perspectives (religious and non-) on what constitutes good sex, morally speaking. It then brings these perspectives to bear on a number of issues in the realm of sexual ethics including: homosexuality, casual sex, sex for sale, and abortion. [Same as PHIL 2570] (Even Springs)

RELS 2600. Religion and the Public Schools — 3 hrs.

This course is a study of the relationship between religion, law, and public education in the United States. Through this course, students will understand how and why the role of religion in public education has been lived, legislated, and adjudicated in complicated (and sometimes contradictory) ways. This interdisciplinary course draws from studies of education, law, political science, history, and religion. (Even Falls)

RELS 3080/5080. Individual Readings in Religion — 1-3 hrs.

Individually-arranged readings and reports from: (1) biblical studies, (2) history of religions, or (3) contemporary religious thought. Can be repeated for maximum of 6 hours. Prerequisite(s): junior standing; consent of department head. (Fall and Spring)

RELS 3110. Perspectives on Death and Dying — 3 hrs.

Multidisciplinary study of death, dying, and bereavement across cultures, religious and ethnic groups, and historical periods, with attention to ritual and memoir, ethical dilemmas at the end of life, and psychology of mourning. (Same as CAP 3194 and PHIL 3110) (Fall and Spring)

RELS 3150. Women and Christianity — 3 hrs.

Examination of history and function of gender in symbolization of Christian tradition; exploration of institutionalization of sex roles in Christianity; discussion of interaction between the Christian religion and cultural patterns that define the social role, status, and image of women. Interested students are encouraged to contact the instructor. (Variable)

RELS 3180. Religion and Politics: (Topics) — 3 hrs.

In this course, students will examine the relationship between religion and politics. Students will familiarize themselves with the ways religion shapes several aspects of political life, such as elections, public activism, policy-making, civil service, and civic discourse. Focusing on interactions within and among religious traditions, students will develop their knowledge of critical thinking methods in Religious Studies by analyzing the role of religion in political participation and political structures. Special emphasis will be given to understanding contemporary issues, rotating international and domestic topics each time it is offered. May be repeated for up to 6 hours. (Odd Falls)

RELS 3200. Religion and Law — 3 hrs.

Americans have long argued about the proper role of religion in public life: can the Bible be taught in schools? What about contemporary flashpoints like abortion and same-sex marriage? Why do religious groups receive special privileges and exemptions under American law? As a class, we will consider how religious groups work alongside and against U.S. law and how, in turn, American law engages, encourages, and restricts religious practice in America. Challenges and debates in American religion and law have reflected the changing nature of the people who make up the United States. We will explore these questions through examining how religion and law affects American politics, education, and the marketplace. (Even Springs)

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RELS 3300. Bible and Ethics — 3 hrs.

This course introduces students to philosophical theories of ethics and applies those theories to biblical stories and themes. (Variable)

RELS 3400. Religion and Race — 3 hrs.

This course is a study of the relationship between religion and race in the modern era. Through this course, students will understand how and why ideas about "race" have been invented and maintained, as well as how these ideas have themselves been co-constituted alongside longstanding religious ideas and practices. Particular attention will be paid to the way in which governments mark religious and racial differences through legislation and policing. This course argues that the study of religion is crucial to understanding how race intersects with law, government, gender, and history. (Odd Springs)

RELS 3500. Religion and Ethics — 3 hrs.

Examination of key issues having to do with religion and ethics, including the moral function of religion, religious pluralism, war and peace, freedom and responsibility, religion and politics, religion and gender, and social justice. (Variable)

RELS 3510. Bio-Medical Ethics — 3 hrs.

Application of principles and analytic methods of ethical theory to contemporary issues in medical practice and research. Topics include fundamental concepts of health and disease, life and death; rights and obligations of medical practitioners and their patients; informed consent and confidentiality; abortion and euthanasia; reproductive and transplantation technologies; and health policy and the provision and rationing of health care. (Same as CAP 3173 and PHIL 3510) (Fall and Spring)

RELS 3974/5974. Ethics, Responsible AI, and Business — 3 hrs.

Application of ethical principles and analytic methods to managerial decision-making and contemporary issues in business, including examination of the role and the impact of AI on ethically managing employees and business processes/practices. Apply AI-Ethics in practical scenarios at a workplace. Specific topics will vary in accordance with current events. Prerequisite(s): MGMT 3100 or 3 hours in Philosophy (PHIL XXXX) or 3 hours in Religious Studies (RELS XXXX); junior standing. [Same as MGMT 3974/5974 and PHIL 3974/5974] (Fall and Spring)

RELS 4186/5186. Studies in Religion — 3 hrs.

Topics listed in Schedule of Classes. Prerequisite(s): junior standing. (Fall and Spring)

RELS 4230/5230. Religion in America — 3 hrs.

Investigation of religious movements and beliefs from colonial times to present, with attention to religion and the U.S. Constitution. Prerequisite(s): junior standing. (Same as HIST 4250/5250) (Odd Springs)

RELS 4490. Professional Development Seminar — 3 hrs.

Through reflection, integration, and professional discernment, majors in the study of religion will bring their work in the major to critical integration, clarifying what they have done and linking their achievements with life goals. Prerequisite(s): junior standing or consent of the instructor. (Even Falls)

RELS 4600. Internship in Religion — 1-3 hrs.

Experiential learning combined with skills and knowledge learned in the Study of Religion major. Prerequisite(s): 12 hours in RELS courses; junior standing. (Fall and Spring)

RTNL: Recreation, Tourism and Nonprofit Leadership

Courses

RTNL 2020. Leadership in Recreation, Tourism and Nonprofit Leadership — 3 hrs.

Theories, principles, and practices of recreation, tourism and nonprofit leadership; techniques and methods of working with individuals and groups. (Variable)

RTNL 2110. Introduction to RTNL: Programs, Services and Facilities — 3 hrs.

Introduction to recreation, tourism and nonprofit leadership includes historical and philosophical foundations of the parks and recreation field, demand for and organization of different resources and services, and career and professional opportunities. (Fall)

RTNL 2120. Foundations of Tourism — 3 hrs.

Investigation of many roles travel and tourism play in contemporary society. Overview of the travel and tourism industry, examination of definitions of travel/tourism, and exploration of the history and development of tourism. (Fall)

RTNL 2130. Foundations of the Nonprofit Sector — 3 hrs.

Overview of the nonprofit sector including history, philosophy, mission, management, activities, and trends. Special emphases on the affiliate agencies of the Nonprofit Leadership Alliance. Students earning a "C" or better simultaneously earn a certificate from the Iowa Nonprofit Resource Center. (Fall)

RTNL 2140. Foundations of Outdoor Recreation — 3 hrs.

Overview of development, implementation, and evaluation of outdoor recreation programs. Examination of benefits and challenges of outdoor recreation, with focus on outdoor leadership competencies. (Spring)

RTNL 2150. Foundations of Youth Work — 3 hrs.

A survey and discussion of the practices associated with youth development from a historical and philosophical standpoint. An introduction of the various contexts and methods associated with youth development. (Spring)

RTNL 2160. Inclusive Recreation: Pathways to Participation — 3 hrs.

This course provides practical knowledge and skills to understand the characteristics, needs, and abilities of individuals with common disabilities across cultures. Students will learn person-centered modification techniques to enhance participation in recreational activities. RTNL students will understand how to modify activities, ensuring full engagement and benefit for all participants regardless of their abilities. (Spring)

RTNL 2210. Nonprofit Leadership Practicum, Level I — 3 hrs.

Professional development forum for experiential education and practical application in recreation, tourism and community services. Activities and programming designed for students seeking a Certified Nonprofit Professional (CNP) credential, as part of the Nonprofit Leadership Alliance program. May be repeated for maximum of 6 hours. Prerequisite(s): consent of instructor. (Fall and Spring)

RTNL 3110. Management and Human Resources in Recreation, Tourism and Nonprofit Leadership — 3 hrs.

An examination of the foundations associated with recreation, tourism and nonprofit leadership management and human resources, including marketing, legal aspects, fiscal responsibilities, and risk management.

Students will be introduced to technological innovations associated with marketing and promoting recreation, tourism and nonprofit leadership management and human resources. (Fall)

RTNL 3120. Programming for Recreation, Tourism and Nonprofit Leadership — 3 hrs.

Introduction to methods and procedures for planning, budgeting, implementing, and evaluating recreation, tourism and community service programs. (Spring)

RTNL 3121. Philosophical Foundations of Recreation, Tourism and Nonprofit Leadership — 3 hrs.

Examination of historical and philosophical foundations of recreation, tourism and nonprofit leadership, including leisure and play theory, leisure behavior and societal issues, leisure and the environment, and application of theories and behavioral concepts required to understand and manage services, activities, and environments. (Variable)

RTNL 3130. Marketing in Recreation, Tourism and Nonprofit Leadership — 3 hrs.

Core concepts of marketing in recreation, tourism and community services including promotion, management, planning, environment, research, consumer behavior, and market segmentation. Demand, supply and community based assets will be examined with a focus on marketing in Iowa and beyond. (Fall and Spring)

RTNL 3280. Readings in Recreation, Tourism and Nonprofit Leadership — 1-3 hrs.

Individual reading and literature review in recreation, tourism and nonprofit leaderships. Credit to be determined at time of registration based on student's proposal. Prerequisite(s): junior standing; consent of instructor. (Fall, Spring, Summer)

RTNL 3337. Human Resource Development for Recreation, Tourism and Nonprofit Leadership — 3 hrs.

Recruitment, hiring, management, performance evaluation, supervision and termination of staff, volunteers and board members. Emphasis on nonprofit and government personnel practices and procedures. (Variable)

RTNL 3338. Planning Strategies in Nonprofit and Youth Agencies — 3 hrs.

Examination and evaluation of various planning models used in nonprofit and youth agencies to meet the needs of participants. Emphasis on matching developmental needs to planning strategies and models. Prerequisite(s): junior standing or consent of instructor. (Variable)

RTNL 3340. Prevention & Intervention Programs in Youth Work — 3 hrs.

An exploration and discussion of the design, implementation and evaluation associated with prevention and intervention programs for youth in a variety of contexts. An introduction of the various types of programs that may aid in supporting youth during their developmental years. (Fall)

RTNL 3360. Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments — 3 hrs.

This course examines educational principles and their connection with project-based learning (PBL) across all educational levels. Students will learn to apply Froebel's concepts-such as play, creativity, and nature-in various settings while using PBL principles like critical thinking and collaboration. The focus is on creating meaningful, real-world learning experiences. (Summer)

RTNL 3774. Conferences, Expositions and Conventions in Tourism — 3 hrs.

Exploration of the field of conferences, expositions, and conventions and their niche in the tourism industry. Study of organizational logistics, program development, economic impact, meeting technology, legal issues, employment opportunities, and topics of current interest related to the field. Prerequisite(s): RTNL 2770 or consent of instructor. (Variable)

RTNL 3777/5777. Special Events Management — 3 hrs.

Planning and management of special events including research, coordination, marketing, and evaluation. Theories and practices relevant to successful event planning for host community residents and tourists. Prerequisite(s): junior standing. (Odd Springs)

RTNL 3778/5778. Community Based Tourism — 3 hrs.

Promotes student competencies that will enable them to assist small communities in tourism development through an organized planning process. Prerequisite(s): junior standing. (Even Springs)

RTNL 4210/5210. Nonprofit Leadership Practicum, Level II — 3 hrs.

Leadership development forum embracing experiential education and practical application for activities in recreation, tourism and nonprofit leadership. Activities and programming designed for students seeking a Certified Nonprofit Professional (CNP) credential, as part of the Nonprofit Leadership Alliance program. May be repeated for maximum of 6 hours. Prerequisite(s): junior standing; consent of instructor. (Fall and Spring)

RTNL 4290/5290. Recreation, Tourism and Nonprofit Leadership Field Experience — 1-12 hrs.

Supervised observation and leadership experience in recreation, tourism and nonprofit leadership. May be repeated with consent of department. Offered on credit/no credit basis only. Prerequisite(s): junior standing. (Fall, Spring, Summer)

RTNL 4310/5310. Areas and Facilities in Recreation, Tourism and Nonprofit Leadership — 3 hrs.

An introduction to the principles and procedures for planning, designing, managing, and evaluating recreation, tourism, park, and community service settings, areas and facilities. Prerequisite(s): junior standing. (Fall)

RTNL 4320. Financial Resource Management in Recreation, Tourism and Nonprofit Leadership — 3 hrs.

Theory and practice of budget development, fundraising, financial control, and grant seeking in programs within recreation, tourism and nonprofit leadership. Prerequisite(s): junior standing. (Fall and Spring)

RTNL 4330/5330. Research and Evaluation in Recreation, Tourism and Nonprofit Leadership — 3 hrs.

Introduction to research, evaluation, needs assessment concepts, procedures, and analyses in recreation, tourism and nonprofit leadership. Prerequisite(s): junior standing. (Spring)

RTNL 4340. Seminar in Recreation, Tourism and Nonprofit Leadership — 3 hrs.

Prepares students for internship and future employment in recreation, tourism and nonprofit leadership organizations. Focus on development of professional documentation (portfolio, resume, etc.), skills, and internship placement. Prerequisite(s): senior standing; consent of instructor. (Fall and Spring)

Course Descriptions

RTNL 4510. Internship in Recreation, Tourism and Nonprofit Leadership — 1-12 hrs.

Comprehensive practical experience in recreation, tourism and nonprofit leadership. RTNL majors must register for 9 hours. Offered on credit/no credit basis only. Prerequisite(s): senior standing; consent of Internship Coordinator. Corequisite(s): for Leisure, Youth and Human Services majors only: RTNL 4520. (Spring and Summer)

RTNL 4520. Senior Project in Recreation, Tourism and Nonprofit Leadership — 3 hrs.

Programming, resource, or research project to be completed during internship. Written report and oral presentation required after the completion of internship. Prerequisite(s): senior standing; consent of Internship Coordinator. Corequisite(s): RTNL 4510. (Spring and Summer)

RTNL 4552/5552. Outdoor Education and Leadership — 3 hrs.

Principles and practices of outdoor education and interpretation for teaching in schools, communities, nature centers, camps and parks. Focus on application in environmental education/adventure settings. Field trip(s) required. Prerequisite(s): junior standing. (Spring)

RTNL 4553/5553. Principles and Practice of Adventure Programming — 3 hrs.

This course introduces students to the leadership, planning, and facilitation of adventure-based recreation programs in outdoor settings. Students develop technical competence, risk management skills, group leadership strategies, and best practices for leading activities such as canoeing, backpacking, climbing, and orienteering. Emphasis is placed on environmental ethics, trip preparation, participant comfort and safety, and effective decision-making in dynamic outdoor environments. Graduate students are expected to demonstrate advanced leadership, reflection, and applied programming abilities. Prerequisite(s): junior standing. (Fall)

RTNL 4554/5554. Managing Recreation Impacts on the Natural Environment — 3 hrs.

Basic concepts and techniques used in planning, managing, and sustaining natural settings for human activities and experiences to ensure that negative impacts are minimized and opportunities for recreation are enhanced and sustainable. Psycho-social concepts of how parks and green spaces can have a positive effect on human health and well-being if properly designed and managed will also be explored. Prerequisite(s): junior standing. (Fall)

RTNL 4556/5556. Outdoor Recreation History Ethics and Emerging Trends — 3 hrs.

Explore how outdoor recreation has shaped--and been shaped by-- American culture, values, and landscapes. This course traces the historical roots of outdoor recreation in the U.S., including global influences and major wilderness philosophies, while examining current trends, challenges, and innovations in the field. Topics include public land management, evolving outdoor ethics, and the role of recreation in identity, stewardship, and access. Students gain both historical perspective and contemporary insight into the past, present, and future of outdoor leadership and programming. Prerequisite(s): junior standing. (Variable)

RTNL 4557. Field Experience in Adventure Facilitation — 1-3 hrs.

Field experience in adventure facilitation. Outdoor Adventure Coordinators will manage trip planning, logistics, and promotion while developing leadership, risk management, group dynamics, and outdoor education skills. Out-of-class fieldwork and meetings required. Instructor consent needed. May be repeated with departmental approval. Credit/no credit only. Prerequisite(s): RTNL 2140;

RTNL 4552/5552; junior standing; instructor consent. (Fall, Spring, Summer)

RTNL 4621/5621. Camp Staff Development — 2-8 hrs.

Staff development and program planning principles, methods, and procedures used in the development of camp services. Lecture and lab. Offered on credit/no credit basis only. May be repeated for maximum of 8 hours. Prerequisite(s): junior standing. (Spring)

RTNL 4623/5623. Field Experience in Camp Counseling — 1-12 hrs.

Supervised counseling experience in an organized camp. May be repeated with consent of department. Offered on credit/no credit basis only. Prerequisite(s): junior standing. (Fall, Spring, Summer)

RTNL 4625/5625. Camp Management Systems — 1-12 hrs.

Actual administration of a camp program. Includes personnel supervision, program implementation, and evaluation of camp system. Lecture and lab. May be repeated with consent of department. Offered on credit/no credit basis only. Prerequisite(s): junior standing. (Fall, Spring, Summer)

RTNL 4776/5776. Eco, Adventure and Sport Tourism — 3 hrs.

Study of special tourism such as eco, adventure and sport tourism. Dynamics of responsible tourist travel that conserves natural environments and sustains the well-being of local people. Definitions, objectives, and profiles of programs involved in eco, adventure, and sport tourism. Field trips required. Prerequisite(s): junior standing. (Odd Falls)

RTNL 4779/5779. Community Planning Workshop — 3-6 hrs.

Project-based community planning and research course. Provides applied research and communication skills to function creatively and competently in professional settings. Design and execution of planning projects that address recreation and tourism issues. May be repeated for maximum of 6 hours. Prerequisite(s): junior standing. (Even Falls)

RTNL 6200. Historical and Philosophical Foundations of Recreation, Tourism and Nonprofit Leadership — 3 hrs.

Historical and philosophical perspective for understanding leisure, leisure behavior, and professional practices in recreation, tourism and nonprofit leadership. (Variable)

RTNL 6201. Social Policy and Issues in Recreation, Tourism and Nonprofit Leadership — 3 hrs.

Examination and analysis of current trends, issues, and social policy confronting practitioners in voluntary/not-for-profit, public, and commercial recreation, tourism and nonprofit leadership agencies. (Variable)

RTNL 6202. Social Psychology of Leisure — 3 hrs.

Exploration of socio-psychological dimensions of leisure as they affect recreation, tourism and nonprofit leadership practitioners and agencies, focusing on theories from sociology, psychology, and social psychology. (Spring)

RTNL 6203. Philanthropy and Nonprofit Development: An Overview — 3 hrs.

Introductory course to the Philanthropy and Nonprofit Development program designed to give broad coverage for professionals and an overview of studies in philanthropy and nonprofit development. Prerequisite(s): admission into the Philanthropy and Nonprofit Development graduate program or consent of instructor. (Variable)

RTNL 6285. Readings — 1-6 hrs.

May be repeated for credit. (Fall, Spring, Summer)

RTNL 6290. Research and Program Evaluation in Recreation Administration — 3 hrs.

This course explores quantitative, qualitative, and mixed-method research designs and procedures related to recreation Administration. Emphasis is placed on applying these methods to real-world settings, including program evaluation. Graduate students will compare and assess various quantitative and qualitative research approaches to determine the most appropriate methodology for investigating a selected topic, with particular attention to both assessment strategies and program evaluation techniques. (Spring)

RTNL 6295. Internship — 1-12 hrs.

Practical experience in recreation, tourism and nonprofit leadership with community agencies. May be repeated with consent of student's advisor. Prerequisite(s): consent of graduate committee. (Fall, Spring, Summer)

RTNL 6402. Strategic Program Management — 3 hrs.

Examination of concepts and theories of program management in recreation, tourism and nonprofit leadership, focusing on analysis of specific programming strategies as they relate to community organization theory using a systems approach. (Fall)

RTNL 6404. Marketing the Youth/Human Service Agency — 3 hrs.

Marketing strategies in implementing the exchange relationship between nonprofit organizations and their constituents. (Variable)

RTNL 6406. Fundraising and Grant Seeking for Nonprofit Agencies — 3 hrs.

Comprehensive study of various funding sources and the methodology of nonprofit organizations to secure resources. (Fall)

RTNL 6408. Financial Decision Making for Youth/Human Service Agencies — 3 hrs.

Financial function of the nonprofit agency incorporating technical materials applicable to the decision-making role of the agency. (Variable)

RTNL 6410. Evaluation, Research and Accountability — 3 hrs.

Survey of advanced nonprofit organization research methods. Research in the area selected by student. Preparation and presentation of research proposal or major paper. Prerequisite(s): admission into the Philanthropy and Nonprofit Development graduate program or consent of instructor. (Variable)

RTNL 6412. Management and Ethics in Recreation Administration — 3 hrs.

This course explores management and administrative issues in Recreation, Tourism and Nonprofit agencies, including topics such as planning, supervision, communication, and ethical considerations in professional practice. (Variable)

RTNL 6414. Models for Intervention With Youth — 3 hrs.

Develops understanding of the various models of intervention utilized by professionals who work with youth in youth-serving agencies. (Variable)

RTNL 6416. Youth Development in Nonprofit Organizations — 3 hrs.

Examination of concepts and theories of youth development, as related to the design of programs and services for positive role development in nonprofit youth organizations. (Variable)

RTNL 6418. Personnel Management and Supervision in Youth/Human Services — 3 hrs.

Elements, processes, and dynamics of personnel management and supervision as it is applied to youth/human services organizations, with an emphasis on nonprofit agencies. (Variable)

RTNL 6419. Psychology, Law, and Philanthropy — 2 hrs.

Students will learn about the psychology underlying giving including topics such as altruism and persuasion. Legal and ethical issues will be covered as they relate to philanthropy, including regulation/governance, tax law, and standards for professional conduct. Prerequisite(s): admission into the Philanthropy and Nonprofit Development graduate program. (Even Springs)

RTNL 6420. Critical Thinking in Philanthropic and Nonprofit Issues — 2 hrs.

Provides a forum for students to explore the latest trends in giving and nonprofit management as framework for analyzing the trends and issues in the field of philanthropy and nonprofit development is provided. A guide for critical thinking and asking the right questions is outlined giving students the tools to identify, analyze and summarize current trends and issues of the nonprofit sector. Prerequisite(s): admission into the Philanthropy and Nonprofit Development graduate program or consent of instructor. (Variable)

RTNL 6422. Applied Research Methods — 2 hrs.

This course is designed to provide a framework for writing a research paper/applied project. Specifically, the literature review is outlined, identifying the purpose, steps, and guidelines important to the process of writing a research paper/identifying implementing a project. Skills including performing literature searches, questionnaire development, data analysis, and interpretations and report writing will be taught. (Variable)

SCI ED: Science Education Courses

SCI ED 1100. Inquiry into Earth and Space Science — 3 hrs.

Activity-based, inquiry-oriented introduction to fundamental concepts and processes in meteorology, astronomy, and geology. Course instruction is entirely lab based. (Fall and Spring)

SCI ED 1200. Inquiry into Life Science — 3 hrs.

Activity-based, inquiry-oriented introduction to fundamental concepts and processes in life science that includes ecology, evolution, cell biology, and human body systems. Course instruction is entirely lab based. (Fall and Spring)

SCI ED 1300. Inquiry into Physical Science — 3 hrs.

Activity-based, inquiry-oriented introduction to fundamental concepts and processes in physics and chemistry that includes energy, force and motion, waves, sound, light, and nature of matter. Course instruction is entirely lab based. (Fall and Spring)

SCI ED 2310. Investigating Physical Science Phenomena — 2 hrs.

Introduction to physical science concepts and models of effective teaching related to elementary school physical science through active investigation using available curricular resources. Course instruction is entirely lab based. Prerequisite(s): SCI ED 1300. (Even Falls)

SCI ED 3300/5300. Orientation to Science Teaching — 4 hrs.

Introduction to inquiry science teaching including instructional planning and strategies, assessment, and classroom management. Highlights issues and trends in science teaching. Discussion, 4 periods.

Course Descriptions

Prerequisite(s): a major or minor in a science area; junior standing. (Spring)

SCI ED 3500/5500. Techniques for Science Teachers — 1-3 hrs.
Topics selected to assist science teachers in improving their teaching. These may include teaching or assessment strategies, laboratory techniques, specific science concepts, or examples of new curricula. Topic listed in Schedule of Classes. Application to major requires advisor approval. May be repeated up to 7 hours. Prerequisite(s): junior standing; consent of instructor. (Variable)

SCI ED 4198. Independent Study.
(Variable)

SCI ED 4800/5800. Methods for Teaching Secondary Science or MTSS — 3 hrs.

Teaching approaches, instructional and assessment strategies, curricular and laboratory materials, national state science education standards, and issues in secondary science. Field experiences in secondary school science classrooms. Discussion, 3 periods. Prerequisite(s): SCI ED 3300/5300; junior standing. (Fall)

SCI ED 6299. Research.

Prerequisite(s): consent of department. (Fall, Spring, Summer)

SCI ED 6400. Special Problems in Science Education — 1-3 hrs.
Problems selected according to needs of students. May be repeated for maximum of 6 credit hours. (Variable)

SCI ED 6500. Research Methods in Science Education — 4 hrs.
Introduction to qualitative, quantitative, and mixed methods research used in science education. Emphasis on and critical analysis of primary literature. Application of literature review, research design, data analysis and writing styles to graduate projects. (Variable)

SCI ED 6600. Contemporary Science Curricula — 3 hrs.
Analysis and evaluation of science curricula with attention to Grades K-12 national and state initiatives and standards and a focus on adapting and implementing in a classroom. Seminar format, 3 hours/week. (Variable)

SCI ED 6700. The History, Philosophy, and Nature of Science — 3 hrs.

Examination of the nature of science, major philosophical and historical developments of science, and their implications to the science classroom. Seminar format, 3 hours/week. (Variable)

SCI ED 6800. Teaching-Learning Models in Science Education — 3 hrs.

Study of learning theories from behaviorism to constructivism and how these theories are translated into science teaching practice through various teaching models. Seminar format, 3 hours/week. (Variable)

SCI ED 6900. Trends and Issues in Science Education — 3 hrs.
Major trends and issues in science education, focusing primarily from the 1950s to the present. Seminar format, 3 hours/week. (Variable)

SLS: School Library Studies Courses

SLS 4114/5114. Ethics and Foundations of School Librarianship — 3 hrs.

Survey of the roles of the Teacher Librarian pertaining to functions of the school library; ethical and legal issues; national and state professional guidelines and standards; strategies for collaborating with other teachers and paraprofessionals; flexible, open and equitable library access; and selection tools and evaluation criteria to develop

a quality collection. Prerequisite(s): junior standing; consent of instructor. (Variable)

SLS 4115/5115. Organization of Information — 3 hrs.

Introduction to the theory and practice of information organization and retrieval in the context of school libraries. Explores the principles, core concepts, best practices, and trends of cataloging and classification as well as the key elements of performing copy cataloging. Emphasis is placed on the tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. The key focus of the course is supporting the user's ability to access information efficiently and effectively with an emphasis on equity of access. Prerequisite(s): junior standing. (Variable)

SLS 4132/5132. Library Resources for Children — 3 hrs.

A study of the literature and resources created for children served by elementary school libraries. Centers on the process of evaluation in order to meet children's developmental, educational, cultural, social, linguistic and recreational needs. Includes strategies for supporting students' reading motivation and reading comprehension with emphasis placed on methods to foster leisure reading and model personal enjoyment of reading, based on familiarity with selection tools and current trends in the literature for youth. Also explores best practices for supporting intellectual freedom and responding to challenges to library materials. Prerequisite(s): junior standing. (Variable)

SLS 4134/5134. Library Resources for Young Adults — 3 hrs.

A study of the literature and resources created for young adults in relation to their characteristics, needs, interests and abilities. Emphasis on selection to meet the developmental, educational, cultural, and recreational needs of secondary students. This includes strategies for reading promotion and for creating a welcoming and inclusive library environment. Prerequisite(s): junior standing. (Variable)

SLS 6223. School Library Curriculum — 3 hrs.

Study of K-12 school library curriculum development and assessment, national standards and strategies to plan and deliver accessible instruction in children's and young adult literature, digital and information literacies, and emerging technologies. Includes question negotiation for the type of information needed, search strategies to locate relevant sources, critical evaluation of source credibility and point of view, and ethical information use including copyright, attribution, and verification of accuracy. (Variable)

SLS 6225. Leadership in the School Library Program — 3 hrs.

Prepares teacher librarians to plan, develop, implement, evaluate and advocate for school library programs, resources, and services in fulfillment of the mission of the library program within the school and district. Emphasis on making effective use of data and other forms of evidence to evaluate and inform decisions about library policies, resources, and services as part of advocacy for students and the library. Includes the development of policies and procedures to support ethical use of information, intellectual freedom, selection and reconsideration of library materials, copyright, and the privacy of users. (Variable)

SLS 6230. Technologies for Libraries — 3 hrs.

Emphasis on technologies for school libraries, including the design of an engaging and user-centered school library website that promotes local and remote access to the school library program for various audiences. Includes curation of emerging technologies for library instruction, for students' use, and for improving access to information and ideas through the school library. Students will evaluate electronic resources for content, quality, and ease of use. (Variable)

SLS 6289. Seminar — 2-3 hrs.

Critical assessment of the elements of school library services such as Inquiry Learning at the building and system levels. May be repeated up to six hours with permission of the Division. (Variable)

SLS 6290. Practicum in Elementary School Libraries — 3 hrs.

Experience in the function of elementary school libraries including effective planning, teaching, assessment, and collaboration across the areas of children's literature, digital and information literacies, emerging technologies, inquiry based learning, and the integration of National School Library Standards. Special consideration is given to learner development, diversity, and differences. Prerequisite(s): SLS 6223 or written consent of instructor. (Variable)

SLS 6291. Practicum in Secondary School Libraries — 3 hrs.

Experience in the function of secondary school libraries including effective planning, teaching, assessment, and collaboration across the areas of young adult literature, digital and information literacies, emerging technologies, inquiry based learning, and the integration of National School Library Standards. Special consideration is given to learner development, diversity, and differences. Prerequisite(s): SLS 6223. (Variable)

SLS 6295. Research in Library and Information Science — 3 hrs.

Survey of data, basic research methodologies and critical evaluation of school library research studies to inform library decision making. Development of a substantial written report documenting research of school libraries. (Variable)

SOC SCI: Social Science

Courses

SOC SCI 1020. Women, Men, and Society — 3 hrs.

Examination of key issues of gender. Attention to variety of topics including ethical issues and gender roles, gender-role stereotyping, male and female roles, sexuality, gender roles in non-western and minority cultures, and gender roles in United States institutions (e.g., in the nuclear family, religion, and the work place). (Fall and Spring)

SOC SCI 1041. Social Welfare: A World View — 3 hrs.

Comparative study of social welfare (social insurance, public welfare, charity and philanthropy, social services, and mutual aid) in the United States, and selected nations from five regions of the world as defined by the International Congress of Schools of Social Work (African, Asian, European, Latin American, and North American regions). (Fall and Spring)

SOC SCI 1045. American Racial and Ethnic Minorities — 3 hrs.

This course will be a survey of cultural American minorities, with attention to minority groups in Iowa. It will involve a multi-disciplinary approach with particular emphasis on geographic origins, linguistic traditions and current modes of economic subsistence. Introduction to folkways and mores of each group will be covered. (Fall and Spring)

SOC SCI 2020. Social Sciences Statistics — 3 hrs.

This course provides an introduction to a variety of statistical methods used in quantitative data analysis particularly in the social sciences. These statistical methods are used in quantitative data analysis, levels of measurement, frequency distribution, graphic representations, measures of average and dispersion, cross-tabulations and measures of association, probability and hypothesis testing, bivariate analyses, statistical inference using single and multiple samples and analysis of variance. General topics include research methodologies and statistical tests, including measures of central tendency and variability, Z-

scores, Hypothesis testing, T-tests, ANOVA, Chi-square, correlation, Bivariate regression and Confidence intervals. (Fall and Spring)

SOC SCI 2300. Analyzing Ethics, Personal Decision-Making, and Social Responsibility — 3 hrs.

In this course we learn and then apply a framework for the ethical decision-making we face in our everyday lives. Ethical decision-making is influenced by various factors, including our own personal sense of responsibility to ourselves, our family, our workplace, and the community at large as a global citizen. In order to develop the intellectual skills needed for ethical decision making in our personal and social lives, one must first achieve greater awareness of self. A process of ethical reasoning will be applied to a variety of personal and social issues. Topics may include cheating, school vouchers, parenting practices, opioid epidemic, climate change, same-sex marriage, food laws (e.g., GMO, chemicals, recalls, etc.), and others. (Variable)

SOC SCI 4090. CSBS International Experience: (topic) — 1-4 hrs.

This course is designed to facilitate international experiences for UNI students. The overall goal is to engage students with global cultures and ideas through a variety of academic lenses. Topics will vary according to student interest. This course can encompass different experiences aimed at meeting student needs for international engagement. It has variable credit hours to facilitate flexibility in the duration of the international experience. It can be taken by any UNI student and may be repeated on different topics. Projects must be approved before the international experience takes place. Prerequisite(s): consent of instructor. (Variable)

SOC SCI 6297. Practicum.

(Variable)

SOC SCI 6299. Research.

Prerequisite(s): consent of department. (Variable)

SOC: Sociology

Courses

SOC 1000. Introduction to Sociology — 3 hrs.

Why do we do the things we do? Why is our society the way it is? Sociology teaches students to understand human behavior in an increasingly complex and dynamic social world. Students analyze how and why people act, think, and feel the ways they do. Identity, relationships, institutions, social structures, and the sociological perspective are topics covered. (Fall and Spring)

SOC 1060. Social Problems — 3 hrs.

Social problems teaches students to analyze a variety of contemporary issues facing groups of people. Students will examine the causes, consequences, and potential solutions to the problems. Topics include topics like poverty, drugs, sex trafficking, discrimination, and mental illness. (Fall and Spring)

SOC 1070. Introduction to Human Rights — 3 hrs.

In recent years, "human rights" has become among the most powerful ways of thinking about and fighting for a more just world. This course provides an introduction to the interdisciplinary study of human rights as a concept, a set of laws and institutions, and as a set of political and cultural practices with a particular focus on the sociological study of human rights. The course will begin with a study of the foundations of human rights that seeks to answer questions such as "What are human rights?" and "How or why do we have these rights?" Students will investigate the practice of human rights and the political structures that enable us to address human rights violations around the globe with an emphasis on the relationship between the individual and society.

Course Descriptions

Finally, this course will allow students to consider the most salient, and often controversial, contemporary human rights challenges we face today, here in the U.S. and abroad. (Spring)

SOC 2000. The Sociological Career — 3 hrs.

The focus of this course is to help students prepare for a career using their sociology degree. To do this, we will cover issues related to maximizing time as a student on the UNI campus, as well as developing tools to help students pursue their own professional interests. This should encourage students to discover ways of becoming both a life-long learner and a successful professional in the career of their choice. (Fall)

SOC 2010. Research Methods — 3 hrs.

Introduction to basic research methods used in social research. Conceptualization and operationalization of research problems. Examination of various research designs used to collect data. Introduction to sampling, instrumentation, data processing, data analysis, and report production. Priority to Sociology and Criminology majors and minors. (Fall and Spring)

SOC 2025. Community Counts: Understanding Data in Community — 3 hrs.

This course provides an introduction to how information about people and the communities in which they live, are collected, stored, analyzed, and visualized. Students will develop marketable skills related to telling stories with data in both effective and responsible ways. (Variable)

SOC 2030. Sociology of Families — 3 hrs.

This course is designed to give students a basic introduction to the sociology of families. We will explore topics such as families in historical perspective, mate selection, cohabitation, marriage, parenthood, families and work, divorce, and family diversity. Students should leave the course with a basic understanding of the concepts, principles, and methods used to study family experiences from a sociological perspective. Prerequisite(s): SOC 1000 or SOC 1060. (Variable)

SOC 2040. Social Movements — 3 hrs.

Social movements occur when people break from their ordinary, everyday lives and try to make broad social change. In this survey course we will examine the social, cultural, and political forces that launch social movements, form the trajectory of movements, and shape counter-movements. We will look at historical and current cases, looking at how social movements are formed, and what makes them successful or unsuccessful. (Variable)

SOC 2075. The Self in Social Context — 3 hrs.

Analysis of how people's thoughts, feelings, actions, and identities are influenced by social processes, interactions, and structures. Special attention to how people acquire, construct, and negotiate identities and how they are influenced by social realities of race, class, gender, and sexual orientation in these processes. (Variable)

SOC 3025. Childhood in Social Context — 3 hrs.

An examination of the social lives of children and childhood. Includes analysis of childhood in historical and cultural context, children's cultures, children's use of space and place, children's experiences in various social institutions, and social issues related to childhood. Explores sociological theories of childhood and the empirical research on childhood and adolescence. (Variable)

SOC 3033. Sociology of Families and Work — 3 hrs.

Our course is designed to give you an overview of the complex interplay between families and work. We will examine the historical development of family-work relationships as well as relevant

contemporary issues. Our topics will include division of labor, work-family balance, and the impact of social and economic policies on families and work. As part of this, we will consider solutions to contemporary work-family issues in light of preparing you for work-family balance in your own life. (Variable)

SOC 3035/5035. Social Gerontology — 3 hrs.

This course explores the social aspects of aging - how do older adults affect society and how does society affect older adults. We will do this by reviewing research on such topics as the demography of aging, aging in historical perspective, social support later in life, living arrangements, work and retirement, health and health care, and caregiving. Prerequisite(s): SOC 1000 or SOC 1060; junior standing. (Variable)

SOC 3037. Race, Ethnicity and Social Justice — 3 hrs.

The nature, origin, and consequences of racism and ethnicity-based inequality. Examines contemporary issues of racism and how people seek change and social justice. (Variable)

SOC 3045/5045. Social Inequality — 3 hrs.

The nature, origins, and reproduction of social inequalities. Examines how people secure resources and create change. Covers work, families, healthcare, criminal justice, and other areas of social life. Prerequisite(s): junior standing. (Variable)

SOC 3055. Navigating Work Life in Social Context — 3 hrs.

This course explores the relationship between work--paid and unpaid--and society. Through a combination of theoretical frameworks and empirical studies, the course will address how work shapes and is shaped by social structures, cultural norms, access to leisure, and individual identities. Students will analyze contemporary work-related issues, workplace dynamics, and worker experiences. They will develop skills to navigate contemporary work issues. (Variable)

SOC 3060/5060. Sociology of Culture — 3 hrs.

This class illustrates how the economy and personal taste can be connected, so that we feel like we must prefer some cultural forms over others. Students will learn how to find meaning in a variety of cultural forms through exploration and critical analysis. Topics include conspicuous consumption, leisure, subcultures, and celebrity culture. Prerequisite(s): SOC 1000 or SOC 1060; junior standing. (Variable)

SOC 3070/5070. Ideas about Social Life — 3 hrs.

An overview of classical and contemporary social theory. Prerequisite(s): junior standing. (Spring)

SOC 3080/5080. Immigration and Transnationalism — 3 hrs.

Comparative multi-disciplinary perspective on international migration and immigrant settlement strategies, with a focus on Western Europe and the United States. Topics cover the main theoretical and contemporary debates within the field of international migration. Prerequisite(s): SOC 1000 or SOC 1060 or ANTH 1002; junior standing. [Same as ANTH 3080/5080] (Variable)

SOC 3086/5086. Medical Sociology — 3 hrs.

Medical sociology is a broad field of study that uses sociological theories and methods to investigate the social causes and consequences of health and illness across the life course. This class examines: the social determinants of physical and mental health, disease, and mortality; health-seeking behaviors; doctor-patient interactions; health care providers; complementary and alternative medicine; health care systems domestically and globally; health care policy; and ethics. Prerequisite(s): junior standing. (Variable)

SOC 3087/5087. Society and Mental Illness — 3 hrs.

Mental illness is an individual and social experience. In this class, we use sociological theories and methods to examine how definitions of mental illness changed over time, place, and cultural context. We investigate the social patterning of mental illness by race and ethnicity, social class, sex, and age, and how mental illness tends to cluster among those with the fewest resources. We consider the roles of stress, trauma, discrimination, and systems of social support. We critically analyze individual and social barriers to treatment, such as stigma, legal problems, and mental health public policy in the U.S. and abroad. Throughout the course we learn how sociologists work with other social scientists and medical professionals identifying the social causes and consequences of mental illness for individuals and society. Prerequisite(s): junior standing. (Variable)

SOC 3100/5100. Sociology of Education: Schooling, Society, & Inequality — 3 hrs.

This course explores the role of education in shaping and reflecting broader social structures, with a focus on how schooling contributes to both social mobility and social reproduction. Drawing on classical and contemporary sociological theories and research, students will examine the historical development of education systems in the United States and globally, paying particular attention to the ways race, class, gender, and geography shape educational opportunities and outcomes. Topics include segregation, desegregation, and resegregation, the hidden curriculum, tracking and standardized testing, the rise of school choice and charter movements, and the political debates surrounding public education. Through critical analysis of research, state and federal policy, and lived experiences, students will investigate how education systems reinforce or challenge inequality--and consider possibilities for equity-oriented reform. Prerequisite(s): junior standing. (Variable)

SOC 3179. Cooperative Education — 1-6 hrs.

Experiential learning in cooperation with the Cooperative Education office. Prerequisite(s): 12 hours in sociology including SOC 2010; junior standing; consent of instructor and department head and Cooperative Education office. (Fall, Spring, Summer)

SOC 3370/5370. Topics in Sociology: (Topic) — 3 hrs.

Topics courses in sociology focus on a wide variety of issues related to people, communities, and addressing social issues. Topic listed in Schedule of Classes. May be repeated for a maximum of 6 hours. Prerequisite(s): junior standing. (Variable)

SOC 3375/5375. Social Sleuthing: Solving Problems with Social Science: (Topic) — 3 hrs.

This course walks students through how to make the world a better place through the lens of a particular issue. We focus on solving a specific social issue in contemporary life. Examining the empirical research, theoretical frameworks, alternative solutions, and ethical considerations, students explore the causes and potential solutions in depth. Students work on the ground to solve problems through service learning. May be repeated for a maximum of 6 hours. Prerequisite(s): junior standing. (Variable)

SOC 4005/5005. Refugees and Humanitarianism — 3 hrs.

Refugees and Humanitarianism is meant to provoke passionate concern for the real-world consequences of refugee aid and measured social scientific thinking about how to respond to the challenges of humanitarian crisis in our "second-best world." This class explores the social and political challenges of living as a refugee and working in humanitarian settings, with a focus on refugee camps and the institutional development of the UN High Commissioner for Refugees. How did refugee camps become the primary means to administer

sanctuary? What are the consequences of this? The class also explores the outcomes refugees face when they are processed through the UN framework of durable solutions as well as alternative approaches to refuge. Topics include causes of flight and exile, the human rights of refugees and internally displaced persons, camp security, health, and environment, as well as contemporary solutions to forced migration. Prerequisite(s): SOC 1000 or SOC 1060; junior standing. (Variable)

SOC 4010/5010. Sociology of Gender — 3 hrs.

Through an intersectional lens, students examine gender as a social, cultural, and institutional construction. Students will explore how gender influences social life within major social institutions such as media, family, the workplace, schools, religion, politics, and popular culture. Focus on US but also comparative. Prerequisite(s): junior standing. (Variable)

SOC 4015/5015. Qualitative Research — 3 hrs.

This course is a first introduction to qualitative methods used in sociology and the social sciences. Students will learn participant observation, interviewing and ethnography skills, as well as analysis of material culture, visual sociology, oral history, analysis of documents and other forms of text, including the ambiguous online ethnography. Prerequisite(s): junior standing. [Same as ANTH 4015/5015] (Variable)

SOC 4016/5016. Violence & Health Across the Life Course — 3 hrs.

This class critically examines violence exposure and accumulation across the life course within families and the impact on physical and mental health. We will use a sociological lens, theories, and research methods to explore how structural inequalities, social factors, and societal norms contribute to patterns of violence and can either promote or deter resilience among survivors and their families. Prerequisite(s): junior standing. (Variable)

SOC 4017/5017. Health Disparities in Social Context — 3 hrs.

This course examines how social factors like class, race, gender, and geography shape health disparities in the United States. Through a sociological lens, we'll explore unequal access to healthcare and how discrimination and economic inequality contribute to poorer physical and mental health outcomes in marginalized communities. Topics include the historical exploitation of vulnerable groups in medical research, environmental racism, gender biases in diagnosis and treatment, and health disparities in institutional settings like prisons. Prerequisite(s): junior standing. (Variable)

SOC 4025/5025. Quantitative Research — 3 hrs.

In this course, students will become more familiar with the steps involved in conducting a quantitative research project, with an emphasis on survey research. The focus is on developing skills related to forming research questions and hypotheses guided by theory and prior research, collecting data, conducting data analysis, and interpreting and presenting results. This will increase understanding of how to conduct quantitative research and present it in a scholarly manner. Prerequisite(s): any of the following research methods courses: SOC 2010, FAM SERV 2030, GEOG 2350, HIST 1010, POLSCI 2010, PSYCH 3002, SW 3185, or equivalent course; SOC SCI 2020 or STAT 1772 or equivalent; junior standing. (Variable)

SOC 4036/5036. Program and Policy Evaluation — 3 hrs.

This course teaches students how to conduct program and policy evaluation. Prerequisite(s): SOC SCI 2020 or STAT 1772 or equivalent; junior standing. (Variable)

Course Descriptions

SOC 4052/5052. Childhood Inequalities — 3 hrs.

In this course, we use sociological theories and research methods to critically analyze the social and structural forces that influence child development and the social construction of childhood. We pay careful attention to social, cultural, legal, familial, and societal processes that lead to unequal childhoods and perpetuate social problems such as the school-to-prison pipeline, medicalizing child emotions and behaviors, childhood poverty and hunger, child abuse, neglect, and trauma, and the separation and detention of children from their migrant families. Throughout the course, we use a sociological perspective to understand the problems children face and what can be done to reduce childhood inequalities. Prerequisite(s): junior standing. (Fall)

SOC 4053. Social Justice Seminar — 3 hrs.

This course covers how people solve problems and create change. Students will complete an applied term project where they work to address a specific social issue. (Odd Springs)

SOC 4071/5071. Feminist Theories in the Social Sciences — 3 hrs.

Survey of theoretical approaches to study of sex and gender. Classical, structural, neo-Freudian, Marxist feminist, and radical approaches. Topics include work, family, religion, and sexuality. Prerequisite(s): SOC SCI 1020 or SOC 1000 or SOC 1060 or ANTH 1002 or WGS 1040; junior standing. (Variable)

SOC 4198. Independent Study — 1-3 hrs.

May be repeated with department head approval. Prerequisite(s): 12 hours in sociology including SOC 2010; junior standing; consent of instructor and department head. (Variable)

SOC 4485. Sociology Internship — 1-3 hrs.

Experiential learning through internship placement in a sociology-related agency or position. Requires prior consultation with instructor. Intended for sociology majors. May be repeated for maximum three hours. A maximum of three credit hours of SOC 4485 or SOC 4585 may count toward the sociology major. Prerequisite(s): 12 hours in sociology (SOC xxxx); major GPA of 2.80 or higher, junior standing; consent of instructor and department head. (Fall, Spring, Summer)

SOC 4500/5500. Theory and Practice in Applied Settings — 1-6 hrs.

Experiential learning in sociology. Requires prior consultation with instructor. Offered on credit/no credit basis only. Prerequisite(s): 12 hours in sociology including SOC 2010; junior standing; consent of instructor and department head. (Fall, Spring, Summer)

SOC 4501/5501. Research Experience in Sociology — 1-3 hrs.

Research participation and/or independent supervised research. May be repeated for maximum of 6 hours. Prerequisite(s): 12 hours in sociology including SOC 2010; junior standing; consent of instructor and department head. (Fall, Spring, Summer)

SOC 4502/5502. Readings in Sociology — 1-3 hrs.

May be repeated only with consent of department. Prerequisite(s): 9 hours in sociology; junior standing; consent of instructor and department head. (Fall, Spring, Summer)

SOC 4585. Practical Field Experience — 1-3 hrs.

Designed for students currently working in in an sociology-related agency or position. Provides an opportunity for students to apply academic material to their current jobs in sociology or a related field. Intended for sociology majors. May be repeated for maximum three hours. A maximum of three credit hours of SOC 4485 or SOC 4585 may count toward the sociology major. Prerequisite(s): 12 hours in sociology (SOC xxxx); major GPA of 2.80 or higher; junior standing; consent of instructor and department head. (Fall, Spring, Summer)

SOC 6299. Research.

Prerequisite(s): consent of instructor and department head. (Variable)

SOCFOUND: Social Foundations

Courses

SOCFOUND 2015. Perspectives on Education — 3 hrs.

This course explores foundational topics in education from a variety of interdisciplinary perspectives at an introductory level. A major goal of the course is to help students deepen their understanding of and appreciation for education as a fundamental human endeavor that includes, but ultimately transcends formal schooling. (Variable)

SOCFOUND 2119. Social & Cultural Foundations of Education — 3 hrs.

This survey course is an introduction to the cultural, historical, philosophical, and social foundations of education. Students will explore foundational questions about the nature of schooling, curriculum, and teaching through the lens of interpretive, normative, and critical analyses of contemporary education policy and practice. (Fall, Spring, Summer)

SOCFOUND 2134. A Modern History of Education in the United States — 3 hrs.

This course explores the origins and historical development of educational thought and institutions in the United States with a specific focus on shifting societal and political aims of education over time. (Variable)

SOCFOUND 2243. Rethinking the Learning Society: Education and Its Future(s) — 3 hrs.

This course will explore the philosophical underpinnings of education as a concept and practice and consider various educational theories to explore assumptions about teaching, learning, the purpose of education, and the making of the educational subject. (Fall, Spring, Summer)

SOCFOUND 2274. Democracy and Education in the 21st Century — 3 hrs.

This course will explore the complex relationship between education and democracy. This will involve drawing on concepts and theories from the social foundations of education (history, philosophy, and sociology of education) in order to apply interpretive, normative, and critical perspectives on democracy and education, their historical and contemporary relationship, and the possibilities for future entanglements. (Fall and Spring)

SOCFOUND 2334. Education Policy and Politics of Education — 3 hrs.

This course explores the relation between politics and education, and considers the socio-political forces shaping education policies, structures, and practices. (Variable)

SOCFOUND 3219. Critical Perspectives on Technology and Education — 3 hrs.

We live in an increasingly digitally connected, globalized society. As such, "educational technology" has become a common feature of the American school system, both in P-12 schools and higher education. Drawing on the interdisciplinary field of Social Foundations of Education, this course critically analyzes the role of educational technology in a digital world. (Variable)

SOCFOUND 3319. Education and the Value Gap — 3 hrs.

This course examines education as a practice of world-making that involves ways of configuring politics, communities, cultures, economies, and subjective figures. It provides students with a historical foundation to understand how education has been associated with projects of world-making (settler colonial, capitalist, white supremacist, heteropatriarchal, and ableist) that assume some lives to be more valuable than others. Drawing on theoretical tools to understand the projects of world-making inherent in the very concept and practice of education, students will examine the continuity of world-making projects from the 1530s to our present moment in order to consider the structures and processes that constitute a political economy of life in contemporary schools. The course utilizes a multi-disciplinary approach to study the emergence, rationale, and operations of world-making inherent in education. (Variable)

SOCFOUND 3334. Education, Power, and Change — 3 hrs.

This course explores the relation between education, power dynamics, and processes of societal transformation. Students will critically examine how power operates across intersecting domains and consider the potential of education as a catalyst for change. (Variable)

SOCFOUND 3419. Special Topics in Cultural Studies of Education — 3 hrs.

This course employs the interdisciplinary lens of cultural studies to explore specific topics in such fields as popular culture, political economy, social identities, or globalization as educational issues and problems. The course will work to build contexts around specific topics, connect them to the practices of teaching and schooling, and encourage students to make connections to their own educational experiences. (Variable)

SOCFOUND 3434. Social Movements and Education — 3 hrs.

This course examines the intersection of social movements and education, exploring how contemporary and historical grassroots movements have shaped and continue to inform the concept and practice of education. (Variable)

SOCFOUND 3519. Teacher Leadership & Educational Change — 3 hrs.

This course is designed to provide future educators with a comprehensive understanding of teacher leadership discourse and practice. Students will delve into the historical evolution of teacher leadership and its role within educational systems. They will critically analyze the various discourses surrounding teacher leadership, explore how these narratives shape perceptions of educators and their professional identities, and develop a commitment to maintaining and enhancing the professionalism of educators in a rapidly evolving educational landscape. (Fall, Spring, Summer)

SOCFOUND 4200/5200. The Ethics of Education in the Age of Technological Innovation — 3 hrs.

The emergence of artificial intelligence (AI) raises questions that cut to the heart of educational matters. As AI becomes increasingly embedded in our digital landscape and in the ensemble of educational technologies utilized in and around school settings, it is vitally important for educators to bring critical, normative perspectives to bear on the relationship between education and digital technologies. Drawing on theoretical perspectives from the philosophical foundations of education, this course explores the ethical and philosophical entanglements associated with artificial intelligence in education. Prerequisite(s): junior standing. (Spring)

SOCFOUND 4234/5234. Philosophy of Education — 3 hrs.

This course will survey various approaches and theories of educational philosophy. This will entail questioning common sense assumptions

about education, schooling, knowledge, teaching and learning.

Through a careful reading of foundational and contemporary texts, students will consider a number of critical issues related to education broadly and the establishment of schooling more specifically

Prerequisite(s): junior standing. (Variable)

SOCFOUND 6299. Research.

Prerequisite(s): consent of department. (Variable)

SOCSCIED: Social Science Education

Courses

SOCSCIED 2190. Introduction to Teaching Social Studies — 1 hr.

Acquaints students with basic secondary social studies instructional methods. Introduces fundamentals of lesson planning, including using standards, benchmarks, and curricula as well as varied active learning and classroom management strategies. Students prepare for seeking employment by beginning to write teaching philosophies and building professional portfolios. Prerequisite(s) or corequisite(s): sophomore standing; consent of Social Science Education Coordinator. (Fall and Spring)

SOCSCIED 4190. Methods of Teaching Social Studies — 3 hrs.

Basic teaching methods class designed for future social studies teachers to understand effective instructional techniques and strategies. Emphasis will be placed on lesson plan development, effective instruction, and perspectives of teaching in changing environments. Examination and evaluation of current curricular materials, curriculum development, and appropriate assessment strategies. Ordinarily taken the semester immediately preceding student teaching. Prerequisite(s): SOCSCIED 2190; consent of instructor. (Fall and Spring)

SPAN: Spanish

Courses

SPAN 1001. Elementary Spanish I — 3 hrs.

For beginners. Not recommended for students who have had two or more years of Spanish in high school or the equivalent. (Fall, Spring, Summer)

SPAN 1002. Elementary Spanish II — 3 hrs.

Continuation of SPAN 1001. Not recommended for students who have had three or more years of Spanish in high school or the equivalent. Prerequisite(s): SPAN 1001 or equivalent. (Fall, Spring, Summer)

SPAN 1003. Accelerated Elementary Spanish — 5 hrs.

Recommended for students who have had one year of Spanish in high school or the equivalent. Not recommended for students who have had two or more years of Spanish in high school. (Variable)

SPAN 2001. Intermediate Spanish I — 3 hrs.

Thorough review of essential Spanish grammar; enlarges vocabulary and augments the skills of listening, reading, writing, speaking, and cultural awareness. Prerequisite(s): SPAN 1002 or SPAN 1003 or equivalent. (Fall and Spring)

SPAN 2002. Intermediate Spanish II — 3 hrs.

Development of communication skills, culturally, orally, and in written form through selected readings, discussions, and exercises. Prerequisite(s): SPAN 2001 or equivalent. (Fall and Spring)

SPAN 2053. Spanish for Special Purposes: _____ — 3 hrs.

Grammatical review and specialized vocabulary for practical professional situations; develops listening, reading, writing, and

Course Descriptions

speaking skills; and provides a vehicle for cultural awareness.

Prerequisite(s): SPAN 2001 or equivalent. (Fall and Spring)

SPAN 3000. Teaching Spanish in the Elementary School — 3 hrs.

Foreign language teaching methodology for K-8, language development, instructional strategies for the elementary level, elementary foreign language classroom management and design for instruction. Field experience and class sessions. Prerequisite(s): SPAN 3001 or SPAN 3050/5050 or SPAN 3006 or equivalent. Prerequisite(s) or corequisite(s): SPAN 2002 and consent of instructor. (Variable)

SPAN 3001. Advanced Writing — 3 hrs.

Analysis and practice in Spanish grammar and usage through writing and reading a variety of texts with attention to vocabulary enhancement and different communication strategies. Prerequisite(s): SPAN 2002 or equivalent. (Fall and Spring)

SPAN 3002/5002. Advanced Spanish for Special Purposes: _____ — 3 hrs.

Enhance speaking, writing, and cultural skills for particular professional or occupational situations. Prerequisite(s): SPAN 2053 or SPAN 2002 or equivalent; junior standing. (Variable)

SPAN 3003. Advanced Conversation and Reading — 3 hrs.

Further development of oral fluency. Conversation on current issues. Extensive vocabulary enhancement through readings and multimedia materials. Prerequisite(s): SPAN 2002 or equivalent. (Variable)

SPAN 3004. Introduction to Hispanic Literature — 3 hrs.

Selected major works of representative Hispanic authors. Application of language skills to literary analysis and introduction to critical theories. Recommended for non-teaching majors. Prerequisite(s): required Spanish language proficiency or equivalent. (Fall and Spring)

SPAN 3006. Spanish for Heritage Speakers — 3 hrs.

Reading and writing-intensive Spanish course for heritage speakers of Spanish, including linguistic, literary and cultural content. Prerequisite(s): Students must hold an interview with a faculty member to ascertain their status as heritage speakers. (Variable)

SPAN 3007. Introduction to Translation — 3 hrs.

Basic considerations regarding theoretical and applied translation and role of contrastive grammar in translation. Prerequisite(s): SPAN 3001 or SPAN 3006 or SPAN 3050/5050 or equivalent. (Fall and Spring)

SPAN 3008. Introduction to Spanish Linguistics — 3 hrs.

Survey of the basic concepts of modern linguistics, as illustrated through Spanish phonology, morphology, syntax, and semantics. Prerequisite(s): SPAN 3001 or SPAN 3006 or SPAN 3050/5050 or equivalent. (Fall and Spring)

SPAN 3012. Survey of Spanish American Literature — 3 hrs.

Overview of Spanish American literature through works of representative authors of different periods and genres. Prerequisite(s): SPAN 3004 or equivalent. (Spring)

SPAN 3016. Translation for Spanish Heritage Speakers — 3 hrs.

Theory and practice of translation between English and Spanish with a focus on advanced vocabulary, cultural and grammatical topics appropriate for heritage speakers of Spanish. Prerequisite(s): SPAN 3006 or equivalent. (Fall and Spring)

SPAN 3018. Survey of Spanish Literature — 3 hrs.

Overview of Spanish literature through works of representative authors of different periods and genres. Prerequisite(s): SPAN 3004 or equivalent. (Fall)

SPAN 3020. Cultures and Civilization of Latin America — 3 hrs.

Cultures of Latin America as shaped by its geography, history, and pre-history; and as revealed in its arts, sports, traditions, languages, and economic, social, and political institutions. Prerequisite(s): SPAN 3001 or SPAN 3006 or SPAN 3050/5050 or equivalent. (Variable)

SPAN 3023. Cultures and Civilization of Spain — 3 hrs.

Spanish cultural heritage as shaped by geography and history, and as revealed in its arts, sports, traditions, languages, and economic, educational, social, and political institutions. Prerequisite(s): SPAN 3001 or SPAN 3006 or SPAN 3050/5050 or equivalent. (Variable)

SPAN 3027. Latinos in the United States — 3 hrs.

Cultural heritage of Latino communities in the United States, as shaped by geography and history; and as revealed through the arts, traditions, languages, and economic, educational, social, and political institutions. Prerequisite(s): SPAN 3001 or SPAN 3006 or SPAN 3050/5050 or equivalent. (Variable)

SPAN 3031. Topics in Spanish American Literature and Culture: — 3 hrs.

Movements, themes, and authors in Spanish narrative, poetry, essay, and drama; based on historical periods and cultural trends. Topic listed in Schedule of Classes. Prerequisite(s): SPAN 3012 or SPAN 3018. (Variable)

SPAN 3035. Topics in Literature and Culture of Spain: — 3 hrs.

Movements, themes, and authors in Spanish narrative, poetry, essay, and drama; based on historical periods and cultural trends. Topic listed in Schedule of Classes. Prerequisite(s): SPAN 3012 or SPAN 3018. (Variable)

SPAN 3050/5050. Written Communication — 3 hrs.

Topics taken from daily life; compositions written and corrected in the classroom; grammar review, and Spanish letter writing. Offered only in conjunction with the Spanish institutes abroad. Prerequisite(s): junior standing. (Fall, Spring, Summer)

SPAN 3051/5051. Advanced Oral Communication — 3 hrs.

Topics of Spanish daily life; emphasis on idioms typical of that linguistic community. Offered only in conjunction with the Spanish institutes abroad. Prerequisite(s): junior standing. (Fall, Spring, Summer)

SPAN 3052/5052. Contemporary Hispanic Culture — 3-5 hrs.

Contemporary Hispanic culture as it reflects and relates to its history and pre-history and current environment; emphasis on literature, architecture, painting, sculpture, and folk music. Offered only in conjunction with the Spanish institutes abroad. May be repeated for maximum of 5 hours. Prerequisite(s): junior standing. (Fall, Spring, Summer)

SPAN 4041/5041. Hispanic Cultures: (Topic) — 3 hrs.

Development of language, cultural and critical skills through Spanish language media (e.g., print, radio, television, film, and computer-based communications). May be repeated on different topics. Prerequisite(s): SPAN 3020 or SPAN 3023 or SPAN 3027 or SPAN 3052/5052 or equivalent; junior standing. (Variable)

SPAN 4043/5043. Pronunciation and Oral Proficiency — 3 hrs.

Practice in pronunciation with focus on oral proficiency. Prerequisite(s): SPAN 3008 or equivalent; junior standing. (Variable)

SPAN 4045/5045. Translation — 3 hrs.

Journalistic and technical translation using varied textual materials (public media, scholarly, and professional texts), from English

to Spanish and Spanish to English. May be repeated once.
Prerequisite(s): SPAN 3007; SPAN 3016 or equivalent; junior standing. (Variable)

SPAN 4046/5046. Topics in Language and Culture: _____ — 3 hrs.

Special topics and aspects of the discipline. May be repeated on different topic. Prerequisite(s): SPAN 3020 or SPAN 3023 or SPAN 3027 or SPAN 3052/5052 or equivalent; junior standing. (Variable)

SPAN 4047/5047. Structure of Spanish — 3 hrs.

Study of Spanish syntax using current linguistic theories.
Prerequisite(s): SPAN 3008 or equivalent; junior standing. (Variable)

SPAN 4062/5062. Spanish American Literature: _____ — 3 hrs.

Study of Spanish American literature by genre, period, theme, or author. Topic listed in Schedule of Classes. May be repeated on different topic. Prerequisite(s): SPAN 3004 or equivalent; junior standing. (Variable)

SPAN 4063/5063. Peninsular Literature: _____ — 3 hrs.

Study of Peninsular literature by genre, period, theme, or author. Topic listed in Schedule of Classes. May be repeated on different topic. Prerequisite(s): SPAN 3004 or equivalent; junior standing. (Variable)

SPAN 4064/5064. Hispanic Literature: _____ — 3 hrs.

Combined study of Peninsular Spanish and Spanish American literature by genre, period, theme, or author. Topic listed in Schedule of Classes. May be repeated on different topic. Prerequisite(s): SPAN 3004 or equivalent; junior standing. (Variable)

SPAN 4066/5066. Topics in Literature and Culture: _____ — 3 hrs.

Perspectives on interrelationship of Spanish and/or Spanish American and/or U.S. Latino/Chicano literature and culture, based on historical periods, movements, themes, genres, and authors. Topic listed in Schedule of Classes. May be repeated on different topic. Prerequisite(s): SPAN 3004 or equivalent; junior standing. (Variable)

SPAN 4091. Practicum in Teaching Spanish — 3 hrs.

Participants acquire knowledge of foreign language methodologies through practical applications, including lesson planning, class observations, materials development, and technology integration. Required for students in second language acquisition and foreign-language teacher education programs. Prerequisite(s): SPAN 3001 or SPAN 3006 or SPAN 3050/5050 or equivalent. Prerequisite(s) or corequisite(s): LANG 4740/5740. (Fall or Spring)

SPAN 6001. Literature and Critical Theory — 2-3 hrs.

Critical theory application to the study of literature of Spanish-speaking peoples, literary genres, and techniques, using intensive readings, lectures, and student reports. Primarily for students planning to take the M.A. comprehensives in Spanish. (Variable)

SPAN 6021. Hispanic Culture and Literature: _____ — 2-3 hrs.

Investigation into Hispanic cultures and civilizations as a product of their history and current environment. May be repeated for credit on different topics. (Variable)

SPAN 6031. Cervantes — 3 hrs.

Intensive study of Don Quijote. (Variable)

SPAN 6035. Golden Age Literature — 2-3 hrs.

Outstanding literary works of the Renaissance and Baroque eras. (Variable)

SPAN 6040. Analysis of Spanish — 2-3 hrs.

Advanced study of current syntactic theories applied to topics relevant to Spanish. Prerequisite(s): SPAN 3008 or consent of instructor. (Variable)

SPAN 6041. Old Spanish — 2-3 hrs.

Literary and linguistic study of selected early works. Prerequisite(s): SPAN 3008 or consent of instructor. (Variable)

SPAN 6045. Translation Techniques — 2-3 hrs.

Contemporary theories and strategies in translation. Prerequisite(s): SPAN 4045/5045 or equivalent translation skills. (Variable)

SPAN 6052. Topics in Language and Culture: _____ — 1-3 hrs.

Study of linguistic, geographic, socioeconomic, historico-political aspects of contemporary Hispanic societies, as reflected in art, folklore, and culture. May be repeated on different topic. (Variable)

SPAN 6060. Spanish American Literature: _____ — 2-3 hrs.

Study of Spanish American literature by genre, period, theme, and/or author. May be repeated on different topic. (Variable)

SPAN 6061. Spanish Literature: _____ — 2-3 hrs.

Study of Spanish literature by period, theme, and/or author. May be repeated on different topic. (Variable)

SPAN 6062. Comparative Hispanic Literatures: _____ — 3 hrs.

Comparative analysis of Spanish and Spanish American literature thematically, structurally, and/or stylistically. (Variable)

SPAN 6289. Seminar: _____ — 2-3 hrs.

Various topics offered in areas of literature, culture, and language. Topic listed in Schedule of Classes. May be repeated on different topic. (Variable)

SPIE: Special and Inclusive Education

Courses

SPIE 2500. Inclusive Music for All Learners — 3 hrs.

Introduction to instructional strategies that can be used to make music classrooms and settings inclusive to all students. Students will learn various developmentally, culturally, and linguistically appropriate instructional strategies that can assist with learning music, including second language acquisition resources and asset-based approaches to teaching. This course covers the law related to learners' rights and teacher responsibilities, as well as Individualized Education Plans (IEPs). (Fall)

SPIE 3140. Interdisciplinary and Intersectional Study of Education for All — 3 hrs.

This course prepares teacher candidates to create and sustain positive and effective learning environments for diverse student populations, enhancing their confidence in working with students from different cultures and dis/Abilities. Through an exploration of intersectionality, participants understand how identity shapes educational experiences. Using interdisciplinary approaches, strategies are developed to foster global and intersectional competence and legal responsibilities to serve all students and their families along their intersections of

Course Descriptions

identities. Scenario-based learning sharpens skills in creating inclusive classrooms that promote equity, justice, and a sense of responsibility. (Spring)

SPIE 3150. Meeting the Needs of Diverse Learners in Classrooms — 3 hrs.

Introduction to pedagogical, curricular, and social considerations involved in educating diverse learners in the general education classroom. (Fall and Spring)

SPIE 3210. Instruction and Assessment for Deaf or Hard of Hearing Students — 3 hrs.

Exploration of instructional methods and strategies, assessment and evaluation practices when teaching deaf or hard of hearing students. The course will cover the use of appropriate assistive technology, the importance of deaf culture in planning, and differentiation of instructional settings from birth to age 21. Prerequisite(s): CSD 3100. Corequisite(s): SPIE 4200. Prerequisite(s) or corequisite(s): CSD 3200/5200. (Fall)

SPIE 4124/5124. Infant Toddler Curriculum and Early Intervention — 3 hrs.

Methods of implementing appropriate curriculum for and guidance of very young children, including children with diverse needs in natural settings. Interagency collaboration and services to support and coach families of infants and/or toddlers with developmental delays or disabilities. Prerequisite(s): SPIE 3150; EDPSYCH 3109/5109; EDPSYCH 3148; junior standing. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. Prerequisites are waived for students from the Department of Communication Sciences and Disorders. Corequisite(s): SPIE 4191/5191. [Same as ECIE 4124/5124] (Fall and Spring)

SPIE 4141/5141. Including Young Children with Special Needs Into General Education Classrooms — 3 hrs.

Advanced best practices for educating young children with diverse learning needs in the general education classroom. Prerequisite(s): SPIE 3150; junior standing. Registration requires full admission to the Teacher Education Program. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. Corequisite(s): ECIE 4130/5130; ECIE 4192/5192; SPIE 4193/5193 for Early Childhood majors/Early Childhood Special Education minors. (Fall and Spring)

SPIE 4148/5148. Assessment of Young Children and Families with Exceptionalities — 3 hrs.

This course builds on the recommended practices to prepare education professionals to assess young exceptional children aged from birth to eight with diverse learning needs and their families. Students gain knowledge of various approaches to assessment and master skills in administering the assessment and interpreting gathered information to determine eligibility, planning and implementing the intervention, monitoring progress, as well as evaluating the program. The concerns, priorities, and resources of families will be addressed in support of the decision making throughout the assessment process. Prerequisite(s): SPIE 3150; EDPSYCH 2068; EDPSYCH 3109/5109; junior standing. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. Prerequisites are waived for students from the Department of Communication Sciences and Disorders. (Fall and Spring)

SPIE 4150/5150. Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues — 3 hrs.

Introductory exploration of foundational issues and practices in special and inclusive education. Includes emphasis on 1) law and legal issues; 2) professional advocacy and related educational issues focused on identification, assessment, intervention, and characteristics;

and 3) universal design and assistive technology for individuals with exceptional learning needs. Prerequisite(s): SPIE 3150; junior standing. Registration requires full admission to the Teacher Education Program. (Fall and Spring)

SPIE 4151/5151. Educational and Post-School Transition Programming for Individuals with Disabilities — 3 hrs.

This course will promote understandings of current initiatives and research related to planning and supporting educational (K-12) and post-school transitions for individuals with disabilities. Prerequisite(s): SPIE 3150; junior standing. Registration requires full admission to the Teacher Education Program. Prerequisite(s) or corequisite(s): SPIE 4150/5150. (Fall and Spring)

SPIE 4152/5152. Career and Vocational Programming for Individuals with Disabilities — 1 hr.

Equips educators with the knowledge, strategies, and resources necessary to effectively guide special education students in their career and vocational development. Educators will learn best practices for fostering workplace readiness, supporting hands-on vocational training, and facilitating job placement and self-advocacy skills. Educators will gain the tools to prepare students for meaningful employment and independence. Prerequisite(s): junior standing; department consent. (Fall, Spring, Summer)

SPIE 4155/5155. Cooperative Occupational Education Programs for Students with Disabilities — 1 hr.

Prepares educators to successfully coordinate and implement cooperative occupational education programs for students with disabilities. Educators will learn strategies for establishing business partnerships, designing work-based learning experiences, and ensuring students receive appropriate job training and support. Prerequisite(s): junior standing; department consent. (Fall, Spring, Summer)

SPIE 4161/5161. Constructions of Behavior and Humanistic Supports — 3 hrs.

Individual behavior management, behavioral change strategies, and classroom management for students with special needs. Prerequisite(s): SPIE 3150; junior standing or consent of department. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPIE 4162/5162; SPIE 4163/5163. (Fall and Spring)

SPIE 4162/5162. Specialized Assessment and Instruction for Students with Disabilities — 3 hrs.

Collection and use of educational data to assess and teach students with diverse learning needs, educational planning and progress monitoring, instructional models, curricular access, mapping, and development. Prerequisite(s): SPIE 3150; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPIE 4161/5161; SPIE 4163/5163. (Fall and Spring)

SPIE 4163/5163. Field Experience in Specialized Assessment, Instruction and Management in Special Education (K-8) — 3 hrs.

Supervised foundational field experience practicum addressing specialized assessment, instruction and management in special education. Credit/no credit only. Prerequisite(s): SPIE 3150; junior standing or consent of department. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPIE 4161/5161; SPIE 4162/5162. (Fall and Spring)

SPIE 4171/5171. Creating and Sustaining Positive Inclusive Learning Environments (K-12) — 3 hrs.

Development of professional behaviors characterized by positive personal interactions with others and effective skills for

interdisciplinary collaboration. Strategies for collaborating with parents, administrators, teachers, and paraprofessional colleagues, as well as community and support services personnel to create and sustain positive inclusive learning environments. Students will engage in problem-solving, learn small group, whole class, and school-wide management competencies required to teach and support students with disabilities (K-12). Prerequisite(s): SPIE 3150; SPIE 4150/5150; SPIE 4161/5161; SPIE 4162/5162; SPIE 4163/5163; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPIE 4172/5172 or SPIE 4173/5173; SPIE 4194/5194 or SPIE 4195/5195 or SPIE 4196/5196 or SPIE 4197/5197 (as associated with the SPIE 4172/5172 or SPIE 4173/5173 co-requisite course and teaching focus area). (Fall and Spring)

SPIE 4172/5172. Differentiated & Intensive Methods in Literacy & Mathematics: Elementary Mild/Mod Disabilities (K-8) — 3 hrs.

Differentiated and intensive instructional methods, materials, and assessment for students with mild/moderate disabilities in grades K-8; emphasis in literacy and mathematics instruction and accommodations to address individualized needs; includes collaborative approaches and co-teaching and accessible/assistive technology. Prerequisite(s): SPIE 3150; SPIE 4150/5150; SPIE 4161/5161; SPIE 4162/5162; SPIE 4163/5163; LITED 3115; MATH 1204 or approved elementary mathematics methods course; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPIE 4171/5171; SPIE 4194/5194. (Fall and Spring)

SPIE 4173/5173. Instructional Methods for Inclusive Learning (5-12) — 3 hrs.

Instructional methods, materials, and assessment for students with mild/moderate and significant disabilities in grades 5-12; emphasis on creating access to curriculum and supporting students within the inclusive classroom. Prerequisite(s): SPIE 3150; SPIE 4150/5150; SPIE 4161/5161; SPIE 4162/5162; SPIE 4163/5163; LITED 3115 (or approved literacy methods course); MATH 1204 (or approved mathematics methods course); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPIE 4171/5171; SPIE 4195/5195 or SPIE 4196/5196 or SPIE 4197/5197. (Spring)

SPIE 4174/5174. Methods and Strategies for Students with Social-Emotional Behavioral and Learning Needs (K-12) — 3 hrs.

This course covers instructional methods, materials, and assessments for students with social-emotional behavioral and learning needs in grades K-12. It addresses a continuum of services, emphasizing creating access to the curriculum and supporting students within the inclusive classroom. Prerequisite(s): junior standing. Corequisite(s): SPIE 4197/5197. (Spring)

SPIE 4180/5180. Interdisciplinary Study of Disability — 3 hrs.

Presents an overview of the meaning and significance of disability in society and culture by viewing this phenomenon through an interdisciplinary framework. Students will investigate multiple perspectives on disability to address intriguing and important questions regarding: civil/human rights, bioethics, law and criminal justice, economics, education, and the role of disability in American/world history, the arts, film, literature, anthropology, and philosophy. Prerequisite(s): junior standing. (Spring)

SPIE 4191/5191. Experience in Special & Inclusive Education: Birth - 3 Years — 1 hr.

Supervised assessment and observation experience in early childhood special and inclusive education. Offered credit/no credit option only. Prerequisite(s): registration requires full admission to the Teacher

Education Program; junior standing. Corequisite(s): EDUC 2301 or SPIE 4124/5124 or ECIE 4124/5124. (Fall and Spring)

SPIE 4193/5193. Experience in Special & Inclusive Educ: ECSE Age 3-6 years — 3 hrs.

Supervised observation, assessment and teaching experience in early childhood special and inclusive education. Offered credit/no credit option only. Prerequisite(s): SPIE 3150; junior standing. Corequisite(s): SPIE 4141/5141. (Fall and Spring)

SPIE 4194/5194. Experience in Special & Inclusive Educ: Prac 2, Instructional Strategist I K-8 — 3 hrs.

Supervised assessment and teaching experience in special and inclusive education. Offered credit/no credit option only. Prerequisite(s): SPIE 3150; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPIE 4171/5171; SPIE 4172/5172. Prerequisite(s) or corequisite(s): SPIE 4150/5150; SPIE 4151/5151; SPIE 4161/5161; SPIE 4162/5162; SPIE 4163/5163. (Fall and Spring)

SPIE 4195/5195. Experience in Special & Inclusive Educ: Prac 2, Instructional Strategist I 5-12 — 3 hrs.

Supervised assessment and teaching experience in special and inclusive education. Offered credit/no credit option only. Prerequisite(s): SPIE 3150; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPIE 4171/5171; SPIE 4173/5173. Prerequisite(s) or corequisite(s): SPIE 4150/5150; SPIE 4151/5151; SPIE 4161/5161; SPIE 4162/5162; SPIE 4163/5163. (Fall and Spring)

SPIE 4196/5196. Experience in Special & Inclusive Ed: Prac 2, Instr Strategist II Intellectual Disability K-12 — 3 hrs.

Supervised assessment and teaching experience in special and inclusive education. Offered credit/no credit option only. Prerequisite(s): SPIE 3150; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPIE 4171/5171; SPIE 4173/5173. Prerequisite(s) or corequisite(s): SPIE 4150/5150; SPIE 4151/5151; SPIE 4161/5161; SPIE 4162/5162; SPIE 4163/5163. (Fall and Spring)

SPIE 4197/5197. Exp in Special & Inclusive Ed: Prac 2, Instr Strat II Behavior Disorders/Learning Disabilities K-12 — 3 hrs.

Supervised assessment and teaching experience in special and inclusive education. Offered credit/no credit option only. Prerequisite(s): SPIE 3150; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPIE 4174/5174. Prerequisite(s) or corequisite(s): SPIE 4150/5150; SPIE 4151/5151; SPIE 4161/5161; SPIE 4162/5162; SPIE 4163/5163. (Fall and Spring)

SPIE 4200. Experience in Special and Inclusive Education: Deaf and Hard of Hearing — 1 hr.

This practicum provides opportunities for students to plan, implement, and assess student development of knowledge and skills related to managing learning with students who are deaf and hard of hearing. (Fall and Spring)

SPIE 4201/5201. Experience in Special & Inclusive Environments — 1-3 hrs.

This experience offers students the opportunity to work with children and adolescents of diverse groups, including those with disabilities. Offered credit/no credit option only. Prerequisite(s): junior standing; department consent. (Fall, Spring, Summer)

Course Descriptions

SPIE 5156. Meeting the Diverse Needs of Learners — 2 hrs.

Using pedagogical, curricular, and social considerations in educating diverse learners in the general education classroom. (Fall, Spring, Summer)

SPIE 6162. Evidence-Based Instruction and Learners with Dis/Abilities — 3 hrs.

Administration, data collection, and analysis of assessment data to make program and instructional decisions in teaching learners with diverse learning needs, monitoring progress, developing instructional models, determining curricular access, and mapping that supports educational goals. (Fall and Spring)

SPIE 6171. Creating, Sustaining, and Evaluating Inclusive Learning Environments (K-12) — 3 hrs.

Graduate students create positive learning environments through personal interactions with others and effective interdisciplinary collaboration. Analysis of collaborative engagements with parents, administrators, teachers, paraprofessional colleagues, community, and support services personnel to create and sustain positive, inclusive learning environments for all learners. Engage in problem-solving and developing recommendations through collaboration in small groups, whole classes, and school-wide management competencies required to teach and support students with disabilities (K-12). (Fall and Spring)

SPIE 6172. Differentiated Methods in Literacy & Mathematics in Special and Inclusive Education — 3 hrs.

Identification and selection of differentiated and intensive instructional methods, materials, and assessment for learners with mild/moderate disabilities in grades K-8; emphasis on literacy and mathematics instruction and accommodations to address individualized needs; includes collaborative approaches and co-teaching and accessible/assistive technology. Prerequisite(s): SPIE 6162. (Fall and Spring)

SPIE 6173. Instructional Methods for Inclusive Learning (K-12) — 3 hrs.

This course focuses on instructional methods, materials, and assessment for students with mild/moderate and significant disabilities in grades K-12; emphasis is on creating, sustaining, and evaluating access to the curriculum and supporting students within the inclusive classroom. Course content addresses the certification needs of Strategist I (Mild/Moderate 5-12) and Strategist II (Intellectual Disabilities K-12) endorsement-seeking students, as well as students pursuing the Graduate Certificates in Instructional Strategist 1 and 2. The parallel field experience is differentiated based on the practitioner's goals and the endorsement requirements for Strategist I (Mild/Moderate 5-12) and Strategist II (Intellectual Disabilities K-12). Prerequisite(s): SPIE 4162/5162 or SPIE 6162. (Fall and Spring)

SPIE 6174. Supporting Students with Social-Emotional Behavioral and Learning Needs — 3 hrs.

This course engages practicing educators in identifying, sustaining, and evaluating instructional methods, materials, and assessments for students with social-emotional behavioral and learning needs in grades K-12. It addresses a continuum of services, emphasizing creating access to the curriculum and supporting students within the inclusive classroom while supporting IEP goals. (Fall and Spring)

SPIE 6240. Collaborative Consultation I: The Relationship — 3 hrs.

Emphasis on the psychological and behavioral considerations involved in successfully forming and maintaining a collaborative consulting relationship. In-depth topics include self-management, personality style and versatility, starting the relationship, and establishing one's role with the group and individual. (Fall)

SPIE 6245. Collaborative Consultation II: The Process — 3 hrs.

Provides in-depth understanding and beginning execution of a systematic model of collaborative consulting including four processes or sets of procedures for carrying out the model. Emphasis on planning, problem clarification and analysis, teaching and teacher strategy, presenting solutions, and dealing with teacher concerns and fears. (Spring)

SPIE 6254. Vocational and Transition Assessment of Individuals with Disabilities — 3 hrs.

Assessment and application of techniques for professionals working with adolescents or adults with disabilities. Designed for those interested in vocational and transition programming for individuals with disabilities. Prerequisite(s): SPIE 4151/5151 or consent of instructor. (Variable)

SPIE 6260. Special Education Law and Policy — 3 hrs.

Provides information and conceptual understanding of legislative, executive, and judicial action affecting special education programs for children and youth with disabilities. (Fall and Spring)

SPIE 6261. Special Education Law & Policy II — 3 hrs.

This course provides advanced information and conceptual understanding of legislative, executive, and judicial action affecting special education programs for children and youth with disabilities. This course is designed for school administrators to build upon their leadership in supervising special education services and programming. Prerequisite(s): instructor consent. (Fall, Spring, Summer)

SPIE 6278. Administration of Special Education — 3 hrs.

Prepares administrators to plan programs for various areas of special education, select and evaluate personnel, provide instructional materials, interpret the program to the community, and be informed concerning legal provisions for special education. (Variable)

SPIE 6280. Mediation and Conflict Resolution — 3 hrs.

This course introduces students to the theory and practice of conflict resolution, with a particular focus on mediation. Students will explore conflict dynamics, develop an understanding of the mediation process, and gain practical experience in resolving disputes. The course includes lectures, case studies, role-playing exercises, and guest speakers to provide a well-rounded learning experience. This course is designed for school administrators to build upon their leadership in supervising special education services and programming. Prerequisite(s): instructor consent. (Fall, Spring, Summer)

SPIE 6285. Readings in Special and Inclusive Education.

Advanced topical independent reading course organized around current topics in special and inclusive education. May be repeated. Prerequisite(s): written consent of instructor. (Variable)

SPIE 6286. Studies in Special and Inclusive Education.

Topical advanced and independent studies course in special and inclusive education. May be repeated. Prerequisite(s): written consent of instructor. (Variable)

SPIE 6289. Seminar — 3 hrs.

Advanced seminar in special and inclusive education topics. May be repeated on different topics for a maximum of 9 hours. (Fall)

SPIE 6290. Practicum — 1-6 hrs.

Requires written consent of department. May be repeated for maximum of 9 hours. (Fall and Spring)

SPIE 6293. Qualitative Research in Special and Inclusive Education — 3 hrs.

In-depth methodological understanding of qualitative research and the opportunity to conduct qualitative research projects in special educational settings. Prerequisite(s): MEASRES 6205. (Fall)

SPIE 6295. Single-Subject Research Applications — 3 hrs.

In-depth understanding of single-subject methodology for conducting applied research projects in educational settings. Participation in an applied research project with emphasis on the relationship between applied research and best practices in teaching persons with disabilities. Prerequisite(s) or corequisite(s): MEASRES 6205. (Spring)

SPIE 6299. Research — 2-3 hrs.

May be repeated for maximum of 6 hours. Prerequisite(s): consent of department. (Fall and Spring)

SPIE 7301. Internship in Special and Inclusive Education Administration — 3 hrs.

Advanced supervised field-based experience to future develop administrative skills. Prerequisite(s): consent of instructor. (Spring)

SPIE 7385. Readings in Special and Inclusive Education Leadership — 3 hrs.

Topical individualized advanced readings course in special education leadership topics as determined by instructor and student. May be repeated. Prerequisite(s): written consent of instructor. (Variable)

SPIE 7386. Studies in Special and Inclusive Education — 1-3 hrs.

Offered by department for specialized work. May be repeated. Prerequisite(s): consent of instructor. (Variable)

STAT: Statistics

TO MEET ANY COURSE PREREQUISITE, GRADE OF C- OR HIGHER IS REQUIRED IN THE PREREQUISITE COURSE.

Courses

STAT 1772. Introduction to Statistical Methods — 3 hrs.

Descriptive statistics including correlation and curve fitting. Intuitive treatment of probability and inferential statistics including estimations and hypothesis testing. No credit for students with credit in STAT 1774. Students with credit in STAT 3770 should not enroll in STAT 1772. Prerequisite(s): Satisfactory score on ALEKS exam. (Fall, Spring, Summer)

STAT 1774. Introductory Statistics for Life Sciences — 3 hrs.

Descriptive statistics, basic probability concepts, confidence intervals, hypothesis testing, correlation and regression, elementary concepts of survival analysis. No credit for students with credit in STAT 1772. Prerequisite(s): Satisfactory score on ALEKS exam. (Variable)

STAT 1780. Introduction to Data Science — 3 hrs.

Data acquisition, management, and visualization; selected methodologies of machine learning; applications and model evaluation; implementation in R; ethical issues in data science. Prerequisite(s): Satisfactory score on ALEKS exam. (Spring)

STAT 1782. Data-Based Artificial Intelligence for All — 3 hrs.

Data-based Artificial Intelligence; Predictive Artificial Intelligence; Artificial Neural Networks, and Deep Learning; Generative Artificial Intelligence; Responsible Artificial Intelligence and Ethical Artificial Intelligence; Applications of Predictive and Generative Models in Practice. Prerequisite(s) or corequisite(s): Satisfactory score on ALEKS exam. (Odd Springs)

STAT 3751. Probability and Statistics — 3 hrs.

Descriptive statistics and graphical representations, basic concepts of probability and distributions, random variables, expectations, sampling theory, tests of statistical significance. Specific attention devoted to the use of technology in motivating and explaining concepts and techniques. (Same as MATH 3751) (Variable)

STAT 3752/5752. Introduction to Probability — 3 hrs.

Axioms of probability, sample spaces having equally likely outcomes, conditional probability and independence, random variables, expectation, moment generating functions, jointly distributed random variables, weak law of large numbers, central limit theorem. Prerequisite(s): MATH 1421; junior standing. (Same as MATH 3752/5752) (Fall and Spring)

STAT 3771/5771. Applied Statistical Methods for Research — 3 hrs.

Inference about two or more population variances, multiple comparisons, categorical data analysis, linear and logistic regression, design of experiments, analysis of variance and covariance, repeated measures and random effects. Prerequisite(s): STAT 1774 or STAT 1772 or equivalent; junior standing. (Spring)

STAT 3775/5775. Introduction to Mathematical Statistics — 3 hrs.

Sampling distribution theory, point and interval estimation, Bayesian estimation, statistical hypotheses including likelihood ratio tests and chi-square tests, selected nonparametric methods. Prerequisite(s): MATH 3752/5752; junior standing. Prerequisite(s) or corequisite(s): MATH 2422. (Spring)

STAT 3776/5776. Regression Analysis — 3 hrs.

Regression analysis, analysis of variance, time series methods. Prerequisite(s): STAT 3775/5775; junior standing. (Fall)

STAT 3778/5778. Spatial Data Analysis — 3 hrs.

Analysis and interpretation of spatial point processes, area, geostatistical and spatial interaction data. Applications to geographic data in real estate, biology, environmental, and agricultural sciences using S-Plus software. Prerequisite(s): STAT 1774 or STAT 1772 or SOC SCI 2020; junior standing. (Same as GEOG 3778/5778) (Odd Springs)

STAT 4772/5772. Statistical Computing I — 3 hrs.

Data management, graphical techniques and data analysis, computationally-intensive methods in statistics including Regression, Logistic Regression and Analysis of Variance. Emphasis on the use of statistical software such as SAS, SPSS, S-Plus, and R. Prerequisite(s): STAT 1774 or STAT 1772 or equivalent; junior standing. (Fall)

STAT 4773/5773. Design and Analysis of Experiments — 3 hrs.

Planning and organizing experiments, one-factor experiments, randomized blocks, Latin squares and related designs, factorial designs and fractional factorial designs, response surface methodology, nested and split-plot designs. Prerequisite(s): STAT 3771/5771 or consent of instructor; STAT 1772 or equivalent; junior standing. (Odd Springs)

STAT 4777/5777. Statistical Quality Assurance Methods — 3 hrs.

Exploratory data analysis, Shewhart control charts and their variations, process capability analysis, CUSUM charts, EWMA charts, sampling inspection by attributes and by variables, continuous sampling plans, application of design of experiments in quality engineering. Prerequisite(s): MATH 3752/5752 or consent of instructor; junior standing. (Variable)

Course Descriptions

STAT 4779/5779. Applied Multivariate Statistical Analysis — 3 hrs.

Multivariate normal distribution, tests of significance with multivariate data, discrimination and classification, clustering, principal components, canonical correlations, use of statistical computer packages. Prerequisite(s): MATH 2500; STAT 3775/5775; junior standing. (Variable)

STAT 4782/5782. Statistical Computing II — 3 hrs.

Computationally-intensive methods in statistics including Multivariate and Categorical analyses. Emphasis on the use of statistical software such as SAS, SPSS, S-Plus, and R. Prerequisite(s): STAT 4772/5772; STAT 1772 or equivalent; junior standing. (Variable)

STAT 4784/5784. Introduction to Machine Learning — 3 hrs.

Models and Algorithms for Classification: k-NN, Decision Trees, Neural Networks, Logistic Regression, Naive Bayes and Bayesian Networks, Support Vector Machines; Clustering: Hierarchical and k-Means, Kohonen Networks, Association Rules and Segmentation, Model Evaluation Techniques; Ensemble Methods: Bagging and Boosting. Prerequisite(s): CS 1510 or STAT 4772/5772; STAT 1772 or equivalent; junior standing; consent of instructor. (Fall and Spring)

STAT 4786/5786. Statistics for Risk Modeling — 3 hrs.

Statistical learning, generalized linear models, time series models, decision trees, principal components. Prerequisite(s): STAT 3775/5775 or consent of instructor; junior standing. (Variable)

STAT 6746. Probabilistic Operations Research — 3 hrs.

Decision making under uncertainty, Markov chains, deterministic and probabilistic dynamic programming, inventory control, production scheduling, supply chain management, portfolio optimizations. Prerequisite(s): MATH 2422; MATH 2500; MATH 3752/5752. (Same as MATH 6746) (Fall and Spring)

STAT 6747. Discrete-Event System Simulation — 3 hrs.

Discrete-event systems simulation theory including input analysis, output analysis; applications of simulation software ARENA to studying performances of systems such as bank services, call centers, material-handling systems, and computer networks. Prerequisite(s): MATH 2422; STAT 1772. (Same as MATH 6747) (Fall and Spring)

STAT 6748. Modeling Industrial Systems Using Queueing Networks — 3 hrs.

Queueing networks, applications to modeling and evaluating industrial systems such as flexible manufacturing systems, pull-type production systems, polling systems in computer networks, handoff schemes in cellular mobile networks; computational package MATLAB. Prerequisite(s): MATH 2422; MATH 2500; MATH 3752/5752. (Same as MATH 6748) (Fall and Spring)

STAT 6772. Advanced Statistical Methods — 3 hrs.

Categorical data analysis, logistic and Poisson regression, forecasting, repeated measures, classification and discriminant analysis, cluster analysis, data mining. Prerequisite(s): STAT 4773/5773. (Variable)

STAT 6779. Topics in Probability and Statistics — 3 hrs.

Topics from correlation and regression analysis, analysis of variance and co-variance, non-parametric methods, order statistics. May be repeated on different topic with consent of instructor. Prerequisite(s): consent of instructor. (Same as MATH 6779) (Variable)

SW: Social Work

Courses

SW 1001. Introduction to Social Work and Social Services — 3 hrs.

This course will introduce prospective social work majors to the field of social work, its history, values, and populations that are served. Students will become familiarized with the various roles, functions, and tasks that generalist social workers perform. Presentations by social work professionals in different fields of practice will supplement classroom lecture, discussion and small group exercises. As part of the course assignments, students will engage in a service learning opportunity. Students are required to volunteer in a social service setting for a minimum of 30 hours throughout the semester. The activity serves as a microcosm into the social work profession; gaining insight into agency/program function with opportunity for direct client interaction. Social Work majors must receive a minimum of a C in this course. (Fall and Spring)

SW 1041. Global Social Work — 3 hrs.

This course orients students to conceptual practice issues regarding social welfare within a global context and across a range of global social issues. Students will use global contextual frameworks to examine the dimensions of social problems (e.g. racial/ethnic discrimination, access to education, poverty, health care, child-well-being, food security, violence, cultural conflicts, colonization, urbanization and modernization, effects of climate change, etc.) in the United States and other countries. Students will utilize these frameworks to assess intervention methods at a variety of practice levels (e.g. working with individuals, families, groups, communities, policies) being used to address social problems in different countries. The course prepares students to use professional knowledge, values, and skills in practice in interdisciplinary collaboration with international populations and communities, whether in work with immigrant/refugee individuals, families, groups and populations in the United States, with international social welfare organizations, or on-site work in other countries. (Fall and Spring)

SW 2045. American Racial and Minoritized Populations — 3 hrs.

Exploration of the construction and function of "race" and "ethnicity" from a historical, political, and socioeconomic perspective focusing on the United States experiment. Students are engaged in a variety of learning experiences both online and in the classroom involving large and small groups. (Fall and Spring)

SW 2091. Practice with Individuals — 3 hrs.

This course is one of three in the social work practice sequence. It provides students with beginning level knowledge, skills, and values for generalist social work practice with individuals. Students are exposed to diversity and difference in practice as they learn how to engage, assess, plan, prepare, implement, evaluate, and terminate. Professionalism is fundamental to this course and is guided by the Social Work Code of Ethics. Social Work majors must receive a minimum of a C in this course. Prerequisite(s) or corequisite(s): SW 1001; or consent of instructor. (Fall and Spring)

SW 3143. Self-Care and Stress Management in Helping Professions — 3 hrs.

This course examines the consequences of trauma experiences, toxic stress for individuals, groups and communities. The course explores traumatic events, toxic stress impact on an individual's physical and mental health and patterned behavior. The course discusses the prevention and intervention of toxic stress and trauma. Last,

this course explores individual strategies of self-care and stress management. (Variable)

SW 3175. Child Welfare Policy and Practice — 3 hrs.

Review of development of family and children's services and practice, focusing on current services, programs, and social work practice issues. Examination of policies and legislation, emphasizing how such policies affect family functioning and the delivery of services. (Variable)

SW 3185. Social Work Research — 3 hrs.

Application of research to social work practice including formulation of research questions and hypotheses, strategies of research design, measurement and methods of collecting data, questionnaire construction, data presentation, and report writing. Social Work majors must receive a minimum of a C in this course. Prerequisite(s): SOC SCI 2020 or STAT 1772; junior standing. (Fall and Spring)

SW 3189. Readings in Social Work — 1-3 hrs.

May be repeated only with consent of department. Prerequisite(s): 6 hours in social work; consent of department. (Fall and Spring)

SW 3192. Practice with Groups and Families — 3 hrs.

This is the second of a three-course sequence on generalist social work practice. The course focuses on practice at the Mezzo level with an emphasis on solution focused group work. Social Work majors must receive a minimum of a C in this course. Prerequisite(s): declared Social Work major; PSYCH 1001; SW 2091; minimum Cumulative GPA of 2.50. (Fall and Spring)

SW 4121. Social Work in Mental Health Settings — 3 hrs.

A history of mental health institutions, including deinstitutionalization, is covered in this course. Changing perceptions of mental illness and how those views determine the interventions we use is discussed. (Variable)

SW 4144. Social Policies and Issues — 3 hrs.

Policy development and the consequences of policy for social welfare institutions. Frameworks for policy analysis. Planning, program design, and policy decisions for administration of social services. Social Work majors must receive a minimum of a C in this course. Prerequisite(s): SW 1001; senior standing. (Fall and Spring)

SW 4163. Diversity and Difference — 3 hrs.

Study of interpersonal and social relations of minority groups within the larger American society. Social Work majors must receive a minimum of a C in this course. Prerequisite(s): SOC 1000 or SOC 1060; junior standing. (Fall and Spring)

SW 4164. Human Behavior and the Social Environment — 3 hrs.

Integrates multiple sources of knowledge in the analysis of models of human behavior from a person-environment perspective; attention is paid to structural components in oppression and the importance of difference in shaping life experiences. Social Work majors must receive a minimum of a C in this course. Prerequisite(s): completion of UNIFI Scientific Reasoning requirement. (Fall and Spring)

SW 4171/5171. Addictions Treatment — 3 hrs.

Social, legal, political, psychological, biological, spiritual, and ethical factors related to the use and abuse of alcohol and other drugs, eating disorders, and behavioral addictions such as shopping and gambling. Various intervention models with an emphasis on harm reduction, stages of change, and a strengths perspective. The role of a professional social work in the field of addictions treatment, application of social work ethical principles to guide professional practice, and response to contexts that shape practice. Prerequisite(s): junior standing. (Variable)

SW 4173/5173. Social Services for Older Adults — 3 hrs.

This course will provide an introduction to the various programs and services designed to serve older Americans. Related literature on population demographics and trends, social perceptions of the elderly, and current and projected needs of an increasingly older population will be discussed. Examination of the legislative bases and policies formulated to create administrative structures and programs will be included. Prerequisite(s): junior standing. (Variable)

SW 4193. Models of Social Work Practice — 3 hrs.

Survey of practice approaches with individuals, examination of integrative approaches to practice (common factors, and technical, theoretical, and assimilative integration); and, analysis of the advantages and limitations of using empirically supported treatments. Prerequisite(s): junior standing. (Variable)

SW 4194/5194. Seminar in Social Work — 3 hrs.

In-depth exploration of an advanced topic in social work practice or social welfare policy. May be repeated on different topics. Prerequisite(s): junior standing. (Variable)

SW 4196. Practice with Communities and Organizations — 3 hrs.

This course is designed for students to develop a knowledge base and practice skills fundamental to effect social change within communities and organizations. Students will learn methods of assessing macro systems as well as developing, implementing, and evaluating appropriate intervention strategies to advance human rights and socio-economic and political justice for the society as a whole, especially, for populations at risk. Social Work majors must receive a minimum of a C in this course. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): SW 3192. (Fall and Spring)

SW 4200. Field Instruction — 10-15 hrs.

Field instruction provides a learning experience in a community setting where the student has the opportunity to integrate classroom learning into practice, to develop skills in interpersonal relationships and intervention techniques, and to participate in the role of social worker. The minimum required clock hours are 400 and the class is credit/no credit. Credits are limited to 10-12 for Summer semester field experience. Prerequisite(s): SW 1001; SW 2091; SW 3185; SW 3192; SW 4164; Declared Social Work major; minimum UNI and Cumulative GPA of 2.50; senior standing. (Spring and Summer)

SW 4240. Field Supplement — 1-8 hrs.

A field instruction supplement course that provides a learning experience in a community setting where the student has the opportunity to integrate classroom learning into practice, to develop skills in interpersonal relationships and intervention techniques, and to participate in the role of social worker. A range of 1-8 credits or 40 to 320 hours are required. The course is graded as Credit/No Credit. Prerequisite(s): SW 1001; SW 4164; SW 3185; SW 2091 and SW 3192 with a minimum grade of C in each course; Social Work major; minimum UNI and Cumulative GPA of 2.50; senior standing; accepted into the UNI Social Work program as a Study Abroad student; or consent of instructor. (Fall, Spring, Summer)

SW 6010. Principles and Strategies for Self-Care, Health, and Well-Being — 3 hrs.

This course examines the consequences of trauma experiences, toxic stress for individuals, groups and communities. The course explores traumatic events, toxic stress impact on individual's physical and mental health and patterned behavior. The course also discusses the prevention and intervention of toxic stress and trauma. Last, this course explores individual strategies of self-care and stress management. (Fall, Spring, Summer)

Course Descriptions

SW 6011. Introduction to Play Therapy — 3 hrs.

This course provides knowledge and skill competencies to facilitate play therapy as a therapeutic intervention for children and families. This course provides students with the philosophical basis for play therapy, including a review of the history of play therapy, how to develop a relationship with a child through an Adlerian theoretical framework, and an introduction to various theoretical applications and play therapy best practices. Students will become familiar with play therapy micro-skills, the purpose and application goals of play therapy, therapeutic stages and themes, ethical issues, cross cultural/diversity implications, basic developmental and neurological implications, treatment planning in play therapy including development of treatment goals and assessment of treatment progress and applications to a variety of populations and therapeutic contexts. (Variable)

SW 6212. Human Behavior and the Social Environment — 3 hrs.

Overview of systemic factors that shape behavior across the life span of the individual with particular attention to diversity and oppressed populations. Examination of person-environment interactions as they relate to generalist social work. Prerequisite(s): admission to graduate program in Social Work or written consent of instructor. (Fall)

SW 6213. Post-Traumatic Growth Across Cultures — 3 hrs.

Emphasis on macro systems - groups, organizations, communities, and societal and global influences - through investigation of various cultural responses to macro-level traumatic events, including war, genocide and natural disasters. Exploration of strengths and resiliency perspectives for coping strategies and creative post-traumatic growth, including the transformative and healing role of the arts, spirituality, advocacy, and conflict resolution. Prerequisite(s): completion of first year of M.S.W. program, or graduation from a Council on Social Work Education accredited undergraduate curriculum. (Variable)

SW 6214. Social Work Practice I — 3 hrs.

Introduces foundation core of the generalist social work practice approach. Students learn about diversity and difference in practice as they apply skills in engaging, assessing, planning, preparing, implementing, evaluating and terminating. Professionalism is fundamental to this course and is guided by the Social Work Code of Ethics. Prerequisite(s): admission to graduate program in Social Work or written consent of instructor. (Fall)

SW 6215. Social Work Practice II — 3 hrs.

Building on SW 6214, students develop mezzo-system knowledge and practice skills in utilizing the strengths perspective and applying solution-focused interventions for working with small groups and families. Prerequisite(s): SW 6214. (Spring)

SW 6216. Social Work Practice with Organizations and Communities — 3 hrs.

Students develop a knowledge base and practice skills fundamental to effect social change within communities and organizations. Students master macro system assessment approaches, then identify and practice methods for developing, implementing, and evaluating intervention strategies to advance human rights as well as socio-economic and political justice. Prerequisite(s): Admission to graduate program in Social Work or consent of instructor. (Fall)

SW 6218. Introduction to Social Work Research — 3 hrs.

Students will: 1) review the literature on a topic of their choice, 2) identify and compare the different social work research methods, both qualitative and quantitative, 3) design an evaluation proposal, including formative, process, outcome and impact components, and 4) select a research design for the evaluation, which includes a methodology appropriate to meet the goals of the evaluation, and including data collection and analysis. Students will demonstrate

the ability to use critical thinking skills in both their review of the literature and evaluation proposal. Prerequisite(s): Admission to graduate program in Social Work or written consent of instructor and completion of a college level course in statistical methods. (Spring and Summer)

SW 6220. Foundation Practicum — 4 hrs.

Field instruction provides a learning experience in a community setting where the student has the opportunity to integrate classroom learning into practice, to develop skills in interpersonal relationships and intervention techniques, and to participate in the role of social worker. The minimum required clock hours are 400 and the course is credit/no credit. Prerequisite(s): Completion of MSW Foundation core coursework or written approval from the MSW Program Director. In Good Academic Standing (minimum 3.0 GPA; No more than 6 credits with a C; No incompletes in required courses). (Spring)

SW 6221. Foundation Practicum Seminar — 4 hrs.

The Foundation Practicum Seminar accompanies SW 6220 Foundation Practicum as it includes a minimum of 12 hours of seminar content integrating and applying knowledge acquired throughout the MSW foundation curriculum to their field practicum. Seminars scheduled throughout the semester provide opportunities to critically reflect upon placement experiences, and to link these experiences with concepts from class and related readings. This graded portion of the field practicum requires, but is not limited to, participation in the field seminars, submission of summaries of learning and completing an agency report. (Spring)

SW 6222. Foundation Practicum I — 2 hrs.

Field instruction provides a learning experience in a community setting where the student has the opportunity to integrate classroom learning into practice, to develop skills in interpersonal relationships and intervention techniques, and to participate in the role of social worker. The minimum required clock hours are 200 and the course is credit/no credit. Prerequisite(s): Completion of MSW Foundation core coursework or written approval from the MSW Program Director. In Good Academic Standing (minimum 3.0 GPA; No more than 6 credits with a C; No incompletes in required courses). (Variable)

SW 6223. Foundation Practicum Seminar I — 2 hrs.

The Foundation Practicum Seminar accompanies SW 6222 Foundation Practicum I as it includes a minimum of 6 hours of seminar content and activities integrating and applying knowledge acquired throughout the MSW foundation curriculum to their field practicum. Seminars scheduled throughout the semester provide opportunities to critically reflect upon placement experiences, and to link these experiences with concepts from class and related readings. This graded portion of the field practicum requires, but is not limited to, participation in the field seminars, submission of summaries of learning and completing an agency report. (Variable)

SW 6224. Foundation Practicum II — 2 hrs.

Field instruction provides a learning experience in a community setting where the student has the opportunity to integrate classroom learning into practice, to develop skills in interpersonal relationships and intervention techniques, and to participate in the role of social worker. The minimum required clock hours are 200 and the course is credit/no credit. Prerequisite(s): SW 6222; SW 6223. In Good Academic Standing (minimum 3.0 GPA; No more than 6 credits with a C; No incompletes in required courses). (Variable)

SW 6225. Foundation Practicum Seminar II — 2 hrs.

The Foundation Practicum Seminar accompanies SW 6224 Foundation Practicum II as it includes a minimum of 6 hours of seminar content and activities integrating and applying knowledge acquired throughout

the MSW foundation curriculum to their field practicum. Seminars scheduled throughout the semester provide opportunities to critically reflect upon placement experiences, and to link these experiences with concepts from class and related readings. This graded portion of the field practicum requires, but is not limited to, participation in the field seminars and submission of summaries of learning. (Variable)

SW 6230. Injustice and Oppression — 3 hrs.

Examination of the psychological, social, and economic genesis of the conditions, dynamics, and consequences of social and economic injustice. Social work commitment of advocacy in addressing social and economic injustice and institutionalized oppression. Prerequisite(s): admission to graduate program in Social Work or consent of instructor. (Variable)

SW 6234. Primary and Secondary Trauma — 3 hrs.

This course serves as an introduction to understanding the key concepts of trauma informed systems of care in generalist social work practice. Students will learn to identify and understand the various types of trauma along with the behaviors and responses seen in survivors of trauma, diagnosis of Post-Traumatic Stress Disorder and other trauma reactions, basic neurological and biological effects of trauma, and the relationships between trauma and other mental health disorders. An overview of the central principles and key concepts of trauma informed care along with examples will also be provided, including a review of the concept of secondary (or vicarious) trauma affecting caregivers and professionals. This will involve knowledge and skills related to self-exploration and awareness and self-care. Prerequisite(s): Completion of first year of M.S.W. program, or graduation from a Council on Social Work Education accredited undergraduate curriculum. (Summer)

SW 6235. Systems Redesign and Community Collaboration — 3 hrs.

The purpose of this course is to increase knowledge and skills that students will need as employees, change agents, or consultants of organizations. Students are provided opportunities to increase their knowledge of organizational change to reduce secondary trauma to clients and collaboration between agencies to become more user-friendly to clients with multiple issues. In addition, students learn about their behavior and the behavior of others in the organizational setting and how that may influence clients, staff, and administration, especially those with traumatic histories. Interventions that promote safety and reduce vulnerability of clients and staff are explored and skills to effectively communicate with interdisciplinary teams are reviewed. Agency policies and procedures and advocacy strategies are examined with the goal of reducing secondary trauma. Prerequisite(s): Completion of first year of M.S.W. program, or graduation from a Council on Social Work Education accredited undergraduate curriculum. (Summer)

SW 6236. Diversity & Human Rights — 3 hrs.

This course focuses on issues of diversity, oppression and human rights. It is designed to prepare social work students to be knowledgeable of people's biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, gender identity and expression, social and economic status, political ideology, disability and how these contribute to stigma, discrimination and oppression. Students will also learn about the influence of dominant culture on these diverse and marginalized groups. Prerequisite(s): Admittance to the MSW program, or another graduate program with instructor approval. (Variable)

SW 6244. Advanced Social Work Practice with Families — 3 hrs.

Development of advanced social work practice skills, techniques, and interventions with families, building on the core foundation of generalist social work practice. Special attention is given to culturally-diverse and rural families using a trauma informed approach to practice. Prerequisite(s): completion of first year of M.S.W. program, or graduation from a Council on Social Work Education accredited undergraduate curriculum. (Fall and Spring)

SW 6246. Trauma Informed Practice I — 3 hrs.

Trauma Informed Practice I is the preliminary course in the practice sequence at the specialty level of the Trauma Informed Care Concentration. The practice sequence has three interrelated foci: Violence and Trauma; Mental Health and Recovery; and Health and Wellbeing. This provides a multi-level social work perspective based on best practices and theory that promote healthy individual development as well as environments that support human development. Practice I introduces the sequential model of trauma treatment and recovery, specifically focusing on the first phase regaining a sense of safety, non-toxic self-regulation and self-smoothing and transitioning into the second phase, starting active work upon the trauma. The language of trauma is interpreted as an adaptational coping response to violence. The student becomes an interpreter of the language of what maladaptive behavior is trying to tell us, and how a more humanistic use of biological-psychological-social-cultural/spiritual interventions is synchronous with social work ethics and values. Specific methodologies practiced may include Motivational Interviewing, Seeking Safety, Mindfulness, Creating Sanctuary and Trauma-Focused Cognitive Behavioral Therapy using both individual and group modalities. Prerequisite(s): Completion of first year of M.S.W. program, or graduation from a Council on Social Work Education accredited undergraduate curriculum. (Fall)

SW 6247. Trauma Informed Practice II — 3 hrs.

Trauma Informed Practice II builds on Trauma Informed Practice I and continues coverage of the three interrelated foci: Violence Trauma; Mental Health and Recovery; Health and Wellbeing. Practice II expands the sequential model of trauma treatment and recovery, specifically focusing on the second phase, active work upon the trauma through the development of the trauma narrative and addressing the resulting grief and loss by employing any of a range of psychological techniques, as well as the final stage of fostering integration, an advance to a new post-traumatic life, possibly broadened by the experience of surviving the trauma and all it involved. Strong emphasis is placed on healthy professional development through self-awareness, self-reflection and self-care, including being attuned to the signs and symptoms of secondary traumatic stress and compassion fatigue and developing self-care strategies, techniques and supports. Practice entails further refine of methodologies introduced in Practice I as well as dialectal behavior therapy and collaborative practice strategies with schools, foster families, courts, health, behavioral health and social service agencies as a framework for multi-level practice incorporating individual and group modalities. Prerequisite(s): Completion of first year of M.S.W. program, or graduation from a Council on Social Work Education accredited undergraduate curriculum. (Spring)

SW 6248. Advocacy & Social Justice — 3 hrs.

This course introduces students to the knowledge, skills, and values needed to affect policy in the legislative and administrative arenas. The course explores the role of social workers in policy advocacy and electoral politics through gaining skills in coalition building, organizing, lobbying and testifying and developing strategies for social

Course Descriptions

justice. Prerequisite(s): Admittance to the MSW program, or another graduate program with instructor approval. (Variable)

SW 6249. DSM: Balancing Strengths and Differential Diagnosis — 3 hrs.

The purpose of this course is to introduce students to prevalent psychiatric disorders using the DSM. Understanding the DSM categories, along with the combination of bio-psycho-social causes for the diagnostic labels, is a vital part of treatment planning and, ultimately, providing effective services. (Fall and Spring)

SW 6262. Program Planning and Design — 3 hrs.

Development of skills to strategically plan, assess and design programs and services in human service organizations. Trauma-informed theoretical contributions, strategic planning, collaboration, systemic assessment, financial literacy, program design and monitoring. Prerequisite(s): completion of first year of M.S.W. program, or graduation from a Council on Social Work Education accredited undergraduate curriculum. (Variable)

SW 6263. Grant Writing, Fund Raising, Contracting, and Marketing — 3 hrs.

Securing funding for human service agencies and programs. Grant writing to private foundations and public agencies, fund-raising from individuals and corporations, planning and implementing comprehensive fund-raising programs, and developing service contracts. Prerequisite(s): completion of first year of M.S.W. program, or graduation from a Council on Social Work Education accredited undergraduate curriculum. (Fall and Spring)

SW 6265. Advanced Social Work Research — 3 hrs.

This course is designed to build on Introduction to Social Work Research (SW 6218). Students apply concepts they learn in this class using real-world examples from their field experiences. Prerequisite(s): Completion of first year of M.S.W. program, or graduation from a Council on Social Work Education accredited undergraduate curriculum. (Fall)

SW 6266. Advanced Practicum — 6 hrs.

Field practicum for Trauma-Informed Specialization coursework. 500 clock hours required in one semester. Practicum established by arrangement with Department of Social Work Field Director. Offered on credit/no credit basis only. Prerequisite(s): Completion of MSW Foundation core coursework or graduate of a Council on Social Work Education accredited undergraduate program. In Good Academic Standing (minimum 3.0 GPA; No more than 6 credits with a C; No incompletes in required courses). (Spring and Summer)

SW 6267. Advanced Practicum Seminar — 4 hrs.

This seminar complements SW 6266 Trauma Informed Practice Practicum. This is a graded portion of field practicum. (Spring and Summer)

SW 6268. Advanced Practicum I — 3 hrs.

First semester of a two-semester practicum for Trauma Informed Specialization coursework. 250 clock hours required; concurrent with classes. Practicum established by arrangement with Department of Social Work Field Director. Offered on credit/no credit basis only. Prerequisite(s): Completion of MSW Foundation core coursework or graduate of a Council on Social Work Education accredited undergraduate program. In Good Academic Standing (minimum 3.0 GPA; No more than 6 credits with a C; No incompletes in required courses). (Fall)

SW 6269. Advanced Practicum Seminar I — 2 hrs.

This seminar complements SW 6268 Trauma Informed Practice Practicum I. This is a graded portion of field practicum. (Fall)

SW 6270. Advanced Practicum II — 3 hrs.

Second semester of a two semester practicum for Trauma Informed Specialization coursework. 250 clock hours required; concurrent with classes. Practicum established by arrangement with Department of Social Work Field Director. Offered on credit/no credit basis only. Prerequisite(s): SW 6268; SW 6269. In Good Academic Standing (minimum 3.0 GPA; No more than 6 credits with a C; No incompletes in required courses). (Spring)

SW 6271. Advanced Practicum Seminar II — 2 hrs.

This seminar complements SW 6270 Trauma Informed Practice Practicum II. This is a graded portion of field practicum. (Spring)

SW 6272. Advanced Social Administration Practicum — 8 hrs.

Field practicum for second year M.S.W. Social Administration concentration students. 500 clock hours required. Practicum established by arrangement with Department of Social Work Field Director. Offered on credit/no credit basis only. (Spring and Summer)

SW 6273. Advanced Social Administration Practicum Seminar — 2 hrs.

This seminar complements SW 6272 Advanced Social Administration Practicum. This is a graded portion of field practicum. (Spring and Summer)

SW 6274. Advanced Social Administration Practicum I — 4 hrs.

Practicum placement for second year M.S.W. Social Administration concentration students, fall semester. 250 clock hours, concurrent with classes. Practicum established by arrangement with Department of Social Work Field Director. Offered on credit/no credit basis only. Prerequisite(s): completion of first year of M.S.W. program, or graduation from a Council on Social Work Education accredited undergraduate curriculum. (Fall)

SW 6275. Advanced Social Administration Practicum I Seminar — 1 hr.

This seminar complements SW 6274 Advanced Social Administration Practicum I. This is a graded portion of field practicum. (Fall)

SW 6276. Advanced Social Administration Practicum II — 4 hrs.

Practicum placement of second year M.S.W. Social Administration concentration students, spring semester or summer. 250 clock hours. Practicum established by arrangement with Department of Social Work Field Director. Offered on credit/no credit basis only. Prerequisite(s): SW 6274; SW 6275. (Spring)

SW 6277. Advanced Social Administration Practicum II Seminar — 1 hr.

This seminar complements SW 6276 Advanced Social Administration Practicum II. This is a graded portion of field practicum. (Spring)

SW 6278. Social Intervention: Policies and Services — 3 hrs.

Analyzes components of past and present social welfare policies, programs, and services in the United States, with consideration of how well they respond to the needs of marginalized and high-risk individuals, families, and communities. Focus on consequences of policies for administration of social services, weighing financial costs against benefits, programmatic alternatives, and various approaches to advocacy and social reform. Prerequisite(s): admission to graduate program in Social Work or written consent of instructor. (Fall)

SW 6285. Readings — 1-6 hrs.

Prerequisite(s): consent of instructor. (Fall and Spring)

SW 6299. Research — 1-3 hrs.

May be repeated for maximum of 3 hours. Prerequisite(s): Consent of department. (Spring)

TEACHING: Teaching

Courses

TEACHING 2020. Introduction to Teaching: Exploring Options — 1 hr.

Offered on credit/no credit basis only. This course is intended for students who are thinking about becoming a teacher but need help deciding whether to pursue the teaching program. The course will focus on the roles and responsibilities of schools and teachers, the expectations and requirements of the teaching profession, and current issues in the field. It provides 10 hours of direct and indirect experiences with PK-12 students in area schools to allow for reflection, self-assessment, and informed decision-making regarding entry into the teacher education program and profession of teaching. Students will gain feedback from K12 teachers and their professor. (Fall, Spring, Summer)

TEACHING 3177. Collaborative Partnerships for Educators — 3 hrs.

Students will examine the role of collaboration in creating a favorable learning environment for all students. Emphasis will be on understanding self, students, and educational stakeholders while building skills to create effective partnerships for student learning. Students will develop the awareness of the complexities and ethics involved with accessing, interpreting and using data and resources within a collaborative educational setting. (Fall, Spring, Summer)

TEACHING 3500. Effective Teaching through Differentiation, Technology and Assessment — 3 hrs.

An examination of three important components of quality instruction. Namely, differentiation, technology and assessment. The course will make connections across and within all three topics with the goal of helping students to become more comfortable with using these topics in instructional settings. (Fall and Spring)

TEACHING 4170/5170. Human Relations: Awareness and Application — 3 hrs.

Development of awareness of various societal subgroups, recognizing and dealing with dehumanizing biases, and learning to relate effectively to various groups in order to foster respect for human diversity. Emphasis on self-awareness in human relations issues and how this awareness can be translated into positive relationships with others and integrated into one's professional responsibilities. Prerequisite(s): full admission into teacher education; junior standing. (Fall, Spring, Summer)

TEACHING 5178. Advanced Collaborative Partnerships for Educators — 3 hrs.

Students will examine the role of collaboration in creating a favorable learning environment for all students. Emphasis will be on understanding self, students, and educational stakeholders while building skills to create effective partnerships for student learning. Students will develop the awareness of the complexities and ethics involved with accessing, interpreting and using data and resources within a collaborative educational setting. (Fall, Spring, Summer)

TECH: Technology

Courses

TECH 1008. Basic Manufacturing Processes — 3 hrs.

Materials and properties, fundamentals of metal casting, plastics processing, metal forming, welding, assembly processes, powder metallurgy, and ceramic processing. Lecture and lab. (Fall)

TECH 1010. Fundamentals of Metal Removal — 3 hrs.

Theory of metal machining, cutting-tool technology, turning and related operations, drilling and related operations, milling, grinding and other abrasive processes, other machine tools, nontraditional machining and thermal cutting processes, metrology introduction to CNC machines-advantages applications of CNC machines, CNC parts programming for milling and turning operations along with computer simulation, CNC machine tool controller simulation, and lab activities. Introduction to sustainable machining processes. Lecture Lab. (Spring)

TECH 1011. Software for Graphic Techniques — 3 hrs.

Provides lab-based experiences for learning software skills utilizing the industry standard for graphic communications. Addresses fundamentals of the Adobe Creative Suite for print and multimedia. Provides a foundation for required courses in Graphic Technology. (Fall)

TECH 1024. Engineering Design with CAD — 3 hrs.

Fundamentals of the product design process; 3D modeling, Sketching, development of engineering drawings, geometric constructions, dimensioning, sketching, multi-view projections, section views, threaded fasteners, assembly modeling. (Fall and Spring)

TECH 1037. Introduction to Circuits — 3 hrs.

Introduction to AC circuits, in-depth DC circuits; current and voltage laws, circuit analysis including series and parallel circuits, inductance, capacitance, introductory magnetism; power calculations and electrical measurements, circuit simulation, troubleshooting techniques. (Fall)

TECH 1039. Circuits and Systems — 3 hrs.

AC circuits including j operators, phasors, transformers, reactance, capacitance, impedance, AC resonance, frequency response, passive filters, network theorems and circuit simulation. Lecture and lab. Prerequisite(s): TECH 1037. Prerequisite(s) or corequisite(s): MATH 1140. Automation Engineering Technology majors will be waived from MATH 1140. (Spring)

TECH 1055. Graphic Communications Foundations — 3 hrs.

Concepts and processes used by the communications industry to place images on surfaces including conventional offset, laser techniques, inkjet technology, screen printing and specialized contemporary technologies are presented. Topics include imaging history, finishing techniques and the opportunity to experience actual print projects within a graphics lab. Includes both lecture and lab. (Fall)

TECH 2024. Technical Drawing with GD&T — 3 hrs.

Engineering design process, geometric dimensioning and tolerancing pertaining to ANSI Y14.5M, fasteners, gears, cams, assembly modeling, coordinate measuring, and rapid prototyping. Prerequisite(s): TECH 1024. (Spring)

TECH 2036. Power Technology — 3 hrs.

Introduction to energy and mechanical power systems. Lecture and lab cover traditional and emerging electrical power technologies such as renewable energy applications. (Variable)

TECH 2051. Analog Electronics — 4 hrs.

Understanding and applications for analog electronic systems including: Semiconductor materials, P-N junction, characteristics

Course Descriptions

of electronic devices: junction diodes, photodiodes, LED, Zener diodes, and their applications, BJT and FET transistors, small-signal amplifiers, oscillators, electronic circuit simulation and troubleshooting. Including amplifier and oscillator circuits using discrete electronic devices, principle of feedback, ICs - SSI, MSI and LSI, operational amplifiers, electronic circuits using OP-AMPs, measurement and simulation techniques, regulated power supplies, industrial applications of ICs, troubleshooting techniques. Lecture and lab. Prerequisite(s): TECH 1037; TECH 1039. Prerequisite(s) or corequisite(s): MATH 1140 or MATH 1150 or MATH 1420. (Fall)

TECH 2053. Digital Electronics — 4 hrs.

Understanding and utilization of Digital Electronic Systems. Number systems and codes, digital arithmetic, Boolean algebra, elementary logic gates, combinational logic circuits, sequential logic circuits, logic circuit design and industrial applications, simulation and troubleshooting. Including: arithmetic circuits, sequential logic circuit analysis and synthesis, counters and registers, shift registers, memory devices, digital and analog interfaces, ADC, DAC, and Multiplexing. Lecture and Lab. Prerequisite(s): TECH 1037; TECH 1039. Prerequisite(s) or corequisite(s): MATH 1140 or MATH 1150 or MATH 1420. (Spring)

TECH 2055. Electrical Power Systems & Machinery — 4 hrs.

Single and polyphase circuits, DC machines, AC single and polyphase synchronous and induction machines, power transformers, introduction to conventional- and renewable-based power systems. Analysis, modeling, simulation, and operation of electrical utility, commercial, and industrial power systems. Voltage-drop calculations, voltage regulation, system protection, faults, and harmonics. Power quality in industrial power systems. Lecture and Lab. Prerequisite(s): TECH 1037; TECH 1039. Prerequisite(s) or corequisite(s): MATH 1140 or MATH 1150 or MATH 1420. (Fall)

TECH 2065. Industrial Robotics — 3 hrs.

Introduction to robots in a manufacturing setting; Robot safety; Calibration of robots; tool definition; tool center point; work coordinate system; Robot programming; structured programming-routines and logic; material handling operations; and Robot simulation software. Lecture and Lab. Prerequisite(s) or corequisite(s): for Technology and Engineering Education majors: sophomore standing or consent of instructor. For all other majors: CS 1510 or CS 1160; sophomore standing. (Fall)

TECH 2070. Digital Pre-Media — 3 hrs.

Using industry standard applications and technology, this course introduces students to the essentials of preparing a file for different mediums including print, web, and electronic media. An in-depth look into electronic file development, digital prepress techniques, variable data implementation, interactive pdf creation, color management and publishing. Prerequisite(s): TECH 1055. (Spring)

TECH 2072. Engineering Materials — 3 hrs.

Introductory course of principles and properties of materials, including metals, composites, ceramics, glass, and polymers. Lecture and lab. Prerequisite(s): completion of UNIFI Written Communication requirement; CHEM 1020 or CHEM 1110; MATH 1420 or MATH 1150; PHYSICS 1511 or PHYSICS 1701; sophomore standing. (Spring)

TECH 2114. Making Cool Stuff — 3 hrs.

Application of production concepts and practices within a product development, fabrication and assembly environment. Activities relate to the development of a custom team created product that will be marketed in collaboration with the entities across campus. (Variable)

TECH 2119. Computer Applications in Technology — 3 hrs.

Study of major technology-oriented programming software including spreadsheet applications, technical report writing, database management, and presentation graphics. Applications are introduced as solutions to specific technology problems through programming exercises. (Spring)

TECH 2405. Introduction to Packaging; 3D Design and Package Prototyping — 3 hrs.

Introduces the consumer packaging industries' materials, processes, and technologies. Provides hands-on learning through the creation of 3D designs and the development of a package prototype using the AETM laboratories. (Fall)

TECH 3024/5024. Solid Modeling and Additive Manufacturing for Design — 3 hrs.

Design and development of 3D solid models, part assemblies, generation of detailed drawings, and kinematic analysis of assembly models using a parametric solid modeling software. Concepts of design for additive manufacturing (AM) introduced at the solid modeling stage for subsequent use in group projects. Students work in collaborative group projects for developing a product (parts and assembly), preparing for AM (3D printing/prototyping the product). Lecture and lab. Prerequisite(s): TECH 1024; TECH 2024; junior standing. (Fall)

TECH 3100/5100. Engineering Cost Analysis — 3 hrs.

Principles of economic factors in engineering project evaluation, planning and implementation. Engineering decision analysis, money-time relationships, measures of investment, break-even method, cost-benefit ratio, risk management. Engineering projects analyzed/justified. Prerequisite(s): junior standing. (Variable)

TECH 3102. Living in Our Techno-Social World — 3 hrs.

Exploration of the complex relationships between technology and society. Students discover how social systems affect the nature and use of technology and how the nature and use of technology affect social systems. Prerequisite(s): junior standing. (Same as CAP 3102) (Spring)

TECH 3113. Manufacturing Tooling — 3 hrs.

Principles of cutting tools, jigs, fixtures, progressive dies, and gaging; tool geometry, tool life, cost analysis, ergonomics, and safety in tooling design applications. Lecture and lab. Prerequisite(s): TECH 1008; TECH 1010; TECH 1024; MATH 1150 or MATH 1420; CHEM 1020 or CHEM 1110; PHYSICS 1511 or PHYSICS 1701; junior standing. (Spring)

TECH 3127. Applied Thermodynamics — 3 hrs.

Application of fluid flow and heat transfer concepts including conduction, convection, radiation, Bernoulli's principles, and turbulent flow. Thermodynamic principles are reviewed and applied to heat power cycle systems. Thermal and fluid computational dynamics are covered and applied to physical simulation models. Prerequisite(s): TECH 1024; MATH 1150 or MATH 1420; CHEM 1020 or CHEM 1110; PHYSICS 1511 or PHYSICS 1701; junior standing or consent of instructor. (Spring)

TECH 3129. Linear Control Systems — 3 hrs.

Learning open and closed loop control theory, applications to analogies for modeling and design procedures. Introducing sensors, actuators, PID control, analog controllers, and elementary concepts of dynamic performance and stability. Lecture and lab. Prerequisite(s): TECH 2051; PHYSICS 1511 or PHYSICS 1701; junior standing. (Fall)

TECH 3131/5131. Technical Project Management — 3 hrs.

Project management concepts, needs identification, composition and role of project teams, project communication, related project management techniques, practical implementation, and project management software. Prerequisite(s): junior standing. (Fall and Spring)

TECH 3132/5132. Metallurgy and Phase Transformation — 3 hrs.

Advanced principles of metallurgy, properties, microstructural analysis, and heat treatment of metals and alloys used in manufacturing. Transformation kinetics are included. Lecture and lab. Prerequisite(s): CHEM 1020 or CHEM 1110; PHYSICS 1511 or PHYSICS 1701; or consent of instructor; junior standing. (Variable)

TECH 3135/5135. Product Design — 3 hrs.

Applied manufacturing design process: design teams define, plan and document design project. Concept generation and evaluation, engineering and product performance specifications, costing, production process, and product support. Prerequisite(s): TECH 2024; junior standing. (Spring)

TECH 3136. Principles of Metal Casting — 3 hrs.

Intermediate course in melting practices and molding processes in metal casting. Melting practice topics for ferrous and non-ferrous metals include charge selection, process control techniques for premium quality liquid metal production, and microstructural evaluation correlated to mechanical properties. Molding process topics include expendable processes with a concentration on sand processes and investment casting; permanent mold process with a concentration die-type processes; and process control techniques for mold property characterization. Lecture and lab. Prerequisite(s): TECH 2072. (Fall)

TECH 3142. Statistical Quality Control — 3 hrs.

Application of quality control tools/techniques to manufacturing and service environments using statistics, sampling techniques, probability, and control charts. Utilization of quality control concepts and strategies such as Lean and Six Sigma. Calculations and interpretations of process controls and process capabilities for continuous improvement. Prerequisite(s): MATH 1140 or MATH 1150 or MATH 1420 or STAT 1772; junior standing or consent of instructor. (Fall and Spring)

TECH 3143. Managing Operations and Manufacturing Systems — 3 hrs.

Operations management (OM) principals for production of both goods and services through the basic functions of the management process, consisting of planning, organizing and controlling in order to make strategic decisions with the goal of improving operational efficiency. Topics include: forecasting, project management, process and location strategies, plant layout, staffing and balancing, inventory control, material requirements planning and short-term scheduling. Prerequisite(s): MATH 1140 or MATH 1150 or MATH 1420 or STAT 1772; junior standing or consent of instructor. (Fall and Spring)

TECH 3147. Computer Aided Manufacturing — 3 hrs.

Advanced programming for CNC machines, machining parameters, machining centers, turning centers, CAM application programs to create part geometry, tool paths, machining parameters, surface modeling, multi axis machining, and post process NC code. Lecture and computer simulation lab and hands-on lab practice. Prerequisite(s): TECH 1010; TECH 1024; junior standing or consent of instructor. (Odd Springs)

TECH 3148. Machine Design — 3 hrs.

Principles of design for machine elements, failure analysis, static and dynamic loads. Machine elements include power transmission

elements such as fasteners, gears, belts, chains, shafts, keys, couplings, clutches, brakes, springs, bearings. Prerequisite(s): ENGR 2080; ENGR 2180; MATH 1150 or MATH 1420; PHYSICS 1511 or PHYSICS 1701; junior standing or consent of instructor. (Fall)

TECH 3150/5150. Graphic Communications Imaging — 3 hrs.

Explorations of conventional graphic arts imaging technologies and processes including screen printing processes, dye sublimation, and other conventional imaging technologies. Emphasis on technical information and hands-on experiences. Prerequisite(s): TECH 2070; junior standing. (Spring)

TECH 3157/5157. Microcontroller Applications — 3 hrs.

Microcontroller technology applied to real-time industrial problems; survey of industrial computer hardware, networking, and software. Lecture and lab. Prerequisite(s): TECH 2051; TECH 2053; CS 1160 or consent of instructor; junior standing. (Fall)

TECH 3160/5160. Computer-Aided Instrumentation and Interfacing — 3 hrs.

Computer-aided instrumentation and interfacing; real-time industrial data acquisition hardware and software; sensors, signal conditioning; design and debugging of data acquisition systems using software tools. Lecture and lab. Prerequisite(s): TECH 1037; TECH 1039; TECH 2053; MATH 1140 or MATH 1150 or MATH 1420; junior standing. (Spring)

TECH 3164. Programmable Logic Controllers (PLCs) — 3 hrs.

Introduction to PLCs, Basic Modes of Operation Ladder Logic Diagrams, industrial applications, sequencers, bit-wise operations, arithmetic operations, and conditional branching. Lab activities and projects. Prerequisite(s): TECH 1039; sophomore standing. (Spring)

TECH 3169. Digital Imaging — 3 hrs.

Photography fundamentals for digital imaging. Emphasis on developing calibration, creating profiles for digital cameras, imaging technologies, and output devices. Lecture and hands-on capturing and manipulating digital images for cross applications and content management. Prerequisite(s): TECH 2070. (Fall)

TECH 3177. Advanced Manufacturing Processes — 3 hrs.

Engineering analysis of different shaping processes; Non-traditional machining processes, Additive manufacturing, semiconductor manufacturing, IC fabrication and packaging, microfabrication and nanofabrication technologies; Principles and concepts of green/sustainable manufacturing concepts; Fundamentals of production lines for material handling and assembly, application of robotics for manufacturing, introduction to smart manufacturing (Industry 4.0). Prerequisite(s): PHYSICS 1511 or PHYSICS 1701; MATH 1150 or MATH 1420; TECH 1008; TECH 1010; TECH 1024; TECH 2065; junior standing. (Odd Falls)

TECH 3180. Lean and Sustainable Operations — 3 hrs.

Introduction to lean systems and concepts - basic philosophy of reducing waste in areas of production, processing, inventory, transportation, waiting time and scrap generation - to reduce cost and production time and to improve quality and sustainability in the design, production and operations of goods and services. Prerequisite(s): MATH 1150 or MATH 1420 or STAT 1772; junior standing or consent of instructor. (Spring)

TECH 3182/5182. Coordination of Techniques in Career and Technical Programs — 2 hrs.

Planning, organization, development, and teaching of cooperative or multi-occupational programs in career and technical education. Prerequisite(s): junior standing. (Variable)

Course Descriptions

TECH 3183. Fundamentals of Manufacturing Engineering — 3 hrs.

Application of technical knowledge to solve industrial problems within the functional area of manufacturing engineering. Preparation for examination through the manufacturing Engineering Certification Institute. Prerequisite(s): junior standing or consent of instructor. (Variable)

TECH 3192/5192. Non-Destructive Evaluation of Materials/Scanning Electron Microscopy — 3 hrs.

Non-destructive evaluation of materials using such techniques as x-ray, gamma ray, liquid penetrant tests, magnetic particle, eddy currents, SEM, etc. Prerequisite(s): TECH 2072 or TECH 3132/5132; junior standing. (Variable)

TECH 3196. Industrial Safety — 3 hrs.

Examination of the directives mandated for General Industry (29 CFR Part 1910) of the Occupational Safety and Health Administration (OSHA). Emphasis on developing and implementing a comprehensive safety and health program. Introductory discussions on understanding environmental regulations are presented. Prerequisite(s): sophomore standing. (Fall and Spring)

TECH 3405. Packaging Design, Structure, and Production — 3 hrs.

Focuses on the consumer packaging industry workflow including the packaging design, structure, proofing, and production. Utilizes online lectures and project-based learning to provide a hands-on classroom and AETM lab experience. Prerequisite(s): TECH 1055; TECH 2405. (Spring)

TECH 4000/5000. Wind Energy Engineering — 3 hrs.

Fundamentals and history of wind power. Operation, control, applications, types of wind turbines. Stand alone, grid connectivity, transmission, economic and management issues regarding the adoption of wind as an energy source. Technical, political and economic implications. Prerequisite(s): junior standing. (Variable)

TECH 4093/5093. Graphic Communications Estimating and Management I — 3 hrs.

Study of traditional and modern project management workflow principles in the traditional print publishing industry and web-to-print publishing. This course also studies the development of marketing strategies for variable data printing and ancillary services. Prerequisite(s): TECH 1055; TECH 2119; junior standing. (Even Falls)

TECH 4103/5103. Electronic Communications — 3 hrs.

Basic communication concepts including propagation, modulation, demodulation, receivers, transmitters, antennas, transmission lines, digital coding, pulse modulation and other digital/data communication techniques. Introduction to fiber-optic and satellite communications. Lecture and lab. Prerequisite(s): TECH 2051; TECH 2053; MATH 1150 or MATH 1420; junior standing. (Fall)

TECH 4104/5104. Applied Digital Signal Processing — 3 hrs.

Introduction to discrete-time signals and systems, digital sampling theory, discrete Fourier transform, Z transform, and FIR/IIR filter design. Projects and labs based on MATLAB and DSP development kit (TMS320C5510) will be performed. Lecture and lab. Prerequisite(s): TECH 2053 or CS 1410; CS 1160 or CS 1130; junior standing. (Spring)

TECH 4110/5110. Manufacturing Process Planning — 3 hrs.

This course deals with the best practices used in industry to design and manufacture successful products. Product cycle in manufacturing, product quality, part design for producibility, part design analysis,

tolerance stacking, process design and development, operation selection, manufacturing process selection, tooling selection, tolerance charting, process parameter selection, cost estimation, economics of process planning. Prerequisite(s): CHEM 1020 or CHEM 1110 ; PHYSICS 1511 or PHYSICS 1701; MATH 1150 or MATH 1420; TECH 1008; TECH 1010; TECH 2024; TECH 2065; TECH 2072; ENGLISH 3772/5772 (undergraduates) or ENGLISH 5772 (graduates); junior standing. (Fall)

TECH 4137. Tooling Practices in Metal Casting — 3 hrs.

Advanced course in the principles of foundry tooling design including selection of pattern materials, rapid prototype development techniques, gating and riser design, and basic core box production techniques. Prerequisite(s): TECH 2072; MATH 1150 or MATH 1420; CHEM 1020 or CHEM 1110; PHYSICS 1511 or PHYSICS 1701; junior standing or consent of instructor. (Spring)

TECH 4155/5155. Finite Element Analysis — 3 hrs.

Fundamental concepts of the finite element method for linear stress and deformation analysis of mechanical components. Development of truss, beam, frame, plane stress, and plane strain elements. Practical modeling techniques and use of general-purpose codes for solving practical stress analysis problems. Prerequisite(s): MATH 1150 or MATH 1420; PHYSICS 1511 or PHYSICS 1701; junior standing. (Variable)

TECH 4161. Digital Graphic Communications — 3 hrs.

Emphasis on contemporary and future issues in the graphic communications industry. Study of the creation and conversion of graphics for cross-media applications for print and the Internet. Creative problem solving and portfolio development. Prerequisite(s): TECH 2070; junior standing. (Odd Springs)

TECH 4162. Hydraulics & Pneumatics — 3 hrs.

Introduction to fluid power, safety precautions, Bernoulli's equation, basic application of hydraulics and pneumatics towards industrial automation. It includes hydraulic pumps, cylinders, valves, motors, fluid logic control and electrical devices used in fluid control. Pneumatic circuits and applications. Applications in automation. Prerequisite(s): MATH 1150 or MATH 1420; PHYSICS 1511 or PHYSICS 1701. (Fall)

TECH 4165/5165. Wireless Communication Networks — 3 hrs.

Topics include wireless transmission fundamentals, protocols and TCP/IP suites, cellular wireless networks, Mobile IP, wireless LAN technologies, IEEE 802.11 and IEEE 802.15 standards, and security issues in wireless networks. Lecture and lab. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): TECH 4103/5103 or CS 2470. (Spring)

TECH 4167/5167. Power Electronics Applications — 3 hrs.

Theory and industrial applications of solid-state electronic devices for control and conversion of electrical power. Fundamentals of power computations. Analysis/design of power converter circuits and components: single and 3-phase rectifiers, DC-DC, AC/AC converters, and inverters. Prerequisite(s): TECH 2051; junior standing. Prerequisite(s) or corequisite(s): TECH 2055. (Spring)

TECH 4184. Digital Imaging II — 3 hrs.

Students will explore digital imaging formats in a lab-based, hands-on environment. Topics include color calibration and printing large format images, as well as workflow and production issues, color pre-press and digital formats appropriate to multiple media. Prerequisite(s): TECH 3169; junior standing. (Even Springs)

TECH 4187. Applied Industrial Supervision and Management — 3 hrs.

Application of day-to-day planning, organizing, staffing, leading, and controlling of people, goods and services. Topics include problem solving, leadership, teamwork, coaching and communication, training, safety, ethics, equal opportunity employment, stakeholder engagement, and best practices of supervision and management. Prerequisite(s): junior standing. (Fall and Spring)

TECH 4198. Independent Study.
(Variable)**TECH 4225/5225. Integrated Logistics — 3 hrs.**

Analysis, design, and issues integrating logistics and supply operations for industrial operations. Includes sourcing decisions, supply systems practices, pricing and revenue management, and quality considerations. Prerequisite(s): junior standing. (Variable)

TECH 6230. Special Topics in Applied Engineering — 3 hrs.

Comprehensive investigation in applied engineering or technical management that addresses an approved current or historical topic. (Problems in applied engineering other than those for theses or in regular curricular offerings.) Culminates with a written document and presentation. May be repeated for up to six credits. Prerequisite(s): Admitted to the MS Technology Program or consent of instructor. (Variable)

TECH 6231. Thermodynamics of Material Processing — 3 hrs.

Application of thermodynamic principles and energy changes associated with processing of metals, ceramics and polymers. Concepts such as mass and energy balances, fundamental laws of thermodynamics, Gibb's free energy, and activity of binary liquid and solid solutions. Prerequisite(s): Admitted to the MS Technology Program/Metal Casting Emphasis OR Instructor Consent. (Variable)

TECH 6235. Material Transformations and Modeling — 3 hrs.

Material transformation topics such as solidification science, micro- and macro- segregation principles, fluid flow of Newtonian and non-Newtonian liquids, and advanced solid state transformations are covered and directly correlated to material modeling techniques. Prerequisite(s): Admitted to the MS Technology Program/Metal Casting Emphasis OR Instructor Consent. (Variable)

TECH 6239. Foundry Management — 3 hrs.

The graduate level course integrates concepts of foundry operations management to understand how casting design, material and energy cost analysis, process operations, and scheduling is critical in determining product costs. Using a complete departmental approach in analyzing foundry operations, each area of the casting process is analyzed to determine their management functionality, operations, and their associated cost to the final casting price. The course is designed to be a project based course, starting with a casting design and developing the initial tooling associated with the design. As part of the final cost analysis, student teams have to identify all functions and operations of each departmental areas such as raw materials for the casting process, inspection equipment, and environmental/safety regulations. Prerequisite(s): Admitted to the MS Technology Program/Metal Casting Emphasis OR Instructor Consent. (Variable)

TECH 6242. Complex Digital System Design — 3 hrs.

Complex digital systems design at the logic gate level. Basic structure, sub programs, packages and libraries of VHDL; combinational/sequential logic design with VHDL; VHDL simulation and synthesis, FPGA implementation. Projects and labs using Xilinx Spartan-3 FPGA development kit. Prerequisite(s): Admitted to the MS Technology Program OR Instructor Consent. (Odd Springs)

TECH 6244. Applied Embedded Systems — 3 hrs.

Design and implementation of microcontroller-based embedded computing systems to solve real-world problems. Methodologies, hardware platforms, software design and analysis, embedded OS, real-time scheduling, mixed signal processing, hardware accelerators, low power optimization. Prerequisite(s): Admitted to the MS Technology Program OR Instructor Consent. (Even Falls)

TECH 6250. Technology of Productivity Improvement — 3 hrs.

Exploration of productivity as an operational concept; analysis of productivity in industrial settings to seek improvement through technical and managerial expertise. Prerequisite(s): Admitted to the MS Technology Program OR Instructor Consent. (Variable)

TECH 6258. Total Quality Management — 3 hrs.

Managerial, technological, behavioral, and statistical concepts applied to total quality management. Quality management philosophies, continuous improvement, productivity, and issues affecting quality that apply to manufacturing, service, and technological organizations. Prerequisite(s): Admitted to the MS Technology Program OR Instructor Consent. (Odd Springs)

TECH 6275. Advanced Lean and Sustainable Operations — 3 hrs.

Skills and techniques in Lean principles applied to manufacturing and service industries: Lean enterprises, process development, supply networks, JIT tools - SMED, Kaisen, 5S, Poka-yoke, value stream mapping, time studies, motion studies, ergonomics, sustainability, sustainable operations, and carbon footprint calculations. Prerequisite(s): Admitted to the MS Technology Program OR Instructor Consent. (Odd Falls)

TECH 6282. Technology Seminar — 1 hr.

Selected advanced topics in technology and engineering technology as needed. May be repeated for a maximum of 3 hours. (Variable)

TECH 6288. Master Internship/Project — 3 hrs.

Masters' students may choose to do an internship or a research project, but not both. An internship is a supervised practicum in an industrial organization, public service agency, or education setting. A research project is a major industrial assignment ending with a measured deliverable with a substantial written report required. Approval by department graduate advisor is required for registration. Students should not take this course during their first semester. Prerequisite(s): Admitted to the MS Technology Program OR Instructor Consent. (Variable)

TECH 6292. Research Methods in Applied Engineering — 3 hrs.

Introduction to research and scholarly investigation. Critical Analysis of Research, Research Problem Purpose, Characteristics of Good Research Questions, Hypothesis Variables, The Value of a Literature Review, Purpose, Need, Validity, Reliability, Quantitative Research Methodologies, Experimental Research, Correlational Research, Causal - Comparative Research, Samples, Survey research, Qualitative Research methodologies, Historical, Ethnographic Research, Individual exploration of possible thesis topics, Research proposal, Presentation methods. Prerequisite(s): Admitted to the MS Technology Program OR Instructor Consent. (Spring)

TECH 6295. Advanced Management and Supervision Technology — 3 hrs.

Development of knowledge, skills, and advanced application experiences of management technologies utilized in industrial supervision and management. Prerequisite(s): Admitted to the MS Technology Program OR Instructor Consent. (Even Falls)

Course Descriptions

TECH 6299. Research (Master's Thesis).

Prerequisite(s): Admitted to the MS Technology Program OR Instructor Consent. (Fall and Spring)

TECH 6300. Advanced Technical Project Management for Engineering and Technology — 3 hrs.

Technical project management and system management ensure technical progress toward objectives, proper deployment and conversation about human and financial resources, and achievement of cost and schedule targets. The course focuses on technical, industrial systems development, scheduling technical project planning and control; structuring performance measures and metrics; technical teams and technical project management. Prerequisite(s): TECH 3131/5131 or background knowledge in PM BOK and consent of instructor. (Odd Springs)

TECH 6400. Introduction to Applied Systems Development & Management — 3 hrs.

This course presents the foundations of operational analysis, systems engineering architecture, systems engineering, and project management, in an integrated format. Through a synchronized combination of in-class lectures, industrial guest speakers, and individual and team assignments, this course provides an overall perspective for corporate decision making using a systems of systems approach. Prerequisite(s): consent of department. (Fall)

TECH 6420. Systems Architecture & Management — 3 hrs.

Systems Engineering Architecture combines the structure of all engineering systems, elements and the tactical insights of operational planning to deliver a specific capability, element or product. This course takes an analytical and data-driven approach to decompose and analyze the constituent parts of a mission in order to identify measurable trade-offs and draw conclusions. Prerequisite(s): TECH 6400. (Fall)

TECH 6440. Systems Engineering & Management — 3 hrs.

As systems/products/processes grow increasingly complex to meet the demands of the contemporary global market, companies are challenged to consistently deliver high-quality products under tighter and tighter budgets and schedules. This Systems Development course provides a multidisciplinary set of tools and techniques for understanding, organizing, and managing the complexity of product development throughout the product life cycle. This course brings together current industry best practices to ensure robust, cost-effective approaches that meet stringent functional, performance, and cost requirements. Prerequisite(s): TECH 6400. (Spring)

TECH 6460. Systems Life Cycle Management & Applications — 3 hrs.

This course provides a comprehensive overview of the applied solution design and management system acquisition life-cycle management, technical and business processes. The course also presents the program management integration process that ties them all together. The course goal is to immerse the students in applied system design management, acquaint them with the specialized terminology, familiarize them with the roles of the primary life cycle stakeholders and demonstrate how it all fits together. Prerequisite(s): TECH 6400. (Spring)

TECH 6500. Applied Systems Development & Management Capstone — 6 hrs.

The capstone teach project will incorporate all aspects of the Applied Systems Engineering Management program. As the student progresses through the sequence of courses, each will be applied to the identified

capstone project to build toward completion. Prerequisite(s): consent of instructor. Corequisite(s): TECH 6400. (Summer)

TECH TEE: Technology Engineering Education

Courses

TECH TEE 1000. Introduction to Technology and Engineering Education — 3 hrs.

Evolution, philosophy and contemporary approaches in technology and engineering education. Examination of career opportunities and curriculum design. This course will explore the historical and philosophical background, contemporary approaches, trends, and the role of technology and engineering education, as well as Career and Technical education in the total school curriculum. The course will specifically explore what it means to be a professional educator and will specifically look at the role of engineering design and innovation in a STEM curriculum as well as developing curriculum for Technology and Engineering and CTE Classrooms. (Fall)

TECH TEE 2020. Transportation Technology — 3 hrs.

Students will develop the requisite skills to build solutions to transportation challenges provided in class; as well as perform small engine repair and/or rebuild. (Variable)

TECH TEE 3100/5100. Technology and Engineering Education Curriculum Planning — 3 hrs.

Development of programs and courses for technology and engineering education and related fields including content decision-making, delivery strategies, and student/program evaluation. Prerequisite(s): TECH 1019 or TECH TEE 1000; junior standing. (Spring)

TECH TEE 3150/5150. Technology & Engineering Education Lab Management — 3 hrs.

Design of safe and effective facilities for technology and engineering education and related fields, facility and classroom management, and development of a safety program. Prerequisite(s): TECH TEE 1000; junior standing. (Spring)

TECH TEE 4100. Technology and Engineering Education Level 3 Teaching Experience — 1 hr.

Students in the TEE program are required to complete 4 levels of teaching experiences. This is the level 3 experience. Students are expected to complete a number of hours of observation as well as delivering some content in the classroom under the supervision of the cooperating teacher. Prerequisite(s): junior standing. Corequisite(s): TECH TEE 4200/5200. (Fall)

TECH TEE 4200/5200. Technology and Engineering Education Methods — 2 hrs.

Methods of teaching in technology and engineering education and related fields, including group and individualized strategies. This class must be completed with a minimum grade of C prior to student teaching. This course helps fulfill a core requirement for undergraduate students seeking a Bachelor of Arts Degree in the Technology Education Program and the Bachelor of Science in Technology and Engineering Education Program at UNI; as well as the methods requirement for the BOEE CTE Authorization. Prerequisite(s): TECH TEE 1000; junior standing. (Fall)

TECH TEE 4300/5300. Career and Technical Education Methods — 2 hrs.

Methods of teaching in career and technical education and related fields, including group and individualized instructional strategies. Prerequisite(s): junior standing. (Summer)

TESOL: TESOL/Applied Linguistics

Courses

TESOL 2015. Language Today — 3 hrs.

Examination of linguistic diversity within the U.S. with a focus on how language use is related to personal and group identity. (Fall and Spring)

TESOL 2310. Modern English Grammar and Usage — 3 hrs.

An examination of modern English grammar covering structural basics and discussions of form, meaning, and use related to oral and written language. (Variable)

TESOL 3110. The Structure of English — 3 hrs.

Linguistic analysis of phonology, syntax, and semantics in modern American English; study of language development and regional and social variation. No credit if prior credit in TESOL 4120/5120. (Variable)

TESOL 3550. Constructing Cross-Cultural Bridges — 3 hrs.

Within a Study Abroad experience, exploring multiple components of a specific culture firsthand; attention to the interrelationships among various cultural components such as history, religion, social values and practices, community organization, and language; course activities and requirements designed to increase intercultural understanding and effective interactions among individuals across different cultures. (Same as LANG 2020) (Summer)

TESOL 3565. Intercultural Perspectives — 3 hrs.

An interdisciplinary approach for understanding intercultural perspectives and developing effective intercultural skills for meeting the challenges of today's interconnectedness of societies and cultures both locally and globally. (Same as CAP 3165 and GER 3334) (Variable)

TESOL 3710. Content Area Strategies for English Language Learners — 3 hrs.

Insights from linguistics and second language acquisition applied to teaching emergent bilingual students in content area classes; for prospective and current teachers of content area subjects (i.e., English). (Variable)

TESOL 4120/5120. Introduction to Linguistics — 3 hrs.

Overview of phonetics, phonology, morphology, syntax, and semantics in a variety of languages; includes study of development in first and second languages as well as study of regional and social variation. Prerequisite(s): junior standing or consent of TESOL major advisor. (Fall and Spring)

TESOL 4140/5140. 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(s): TESOL 4120/5120 or TESOL 3110; junior standing. (Variable)

TESOL 4198. Independent Study.

(Fall and Spring)

TESOL 4340/5340. English Grammar: Form and Function — 3 hrs.

Investigation of the grammatical system of English; focus on form as well as function. Strategies for analysis and teaching grammatical forms and functions. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): TESOL 4120/5120 or TESOL 3110. (Variable)

TESOL 4350/5350. Phonetics, Phonology, and Language Teaching — 3 hrs.

This course offers an introduction to basic aspects of phonetics, phonology, and second language speech development, and their pedagogical application to teaching English pronunciation. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): TESOL 4120/5120 or TESOL 3110. (Variable)

TESOL 4510/5510. Language Development — 3 hrs.

Study of contemporary theory and research in first and second language acquisition with applications for teaching English to non-native speakers. Prerequisite(s): junior standing. (Variable)

TESOL 4520/5520. Cultural Aspects of Language and Language Teaching — 3 hrs.

Investigation of the relationship between language and culture and the interactions among language, social institutions, cultural beliefs, and individual behavior. Applications for teaching and learning language in use in real life contexts. Prerequisite(s): TESOL 4120/5120 or TESOL 3110; junior standing. (Variable)

TESOL 4540/5540. Sociolinguistics — 3 hrs.

Study of language and society, including language variation associated with such factors as geography, socioeconomic class, and gender. Prerequisite(s): TESOL 4120/5120 or TESOL 3110; junior standing. (Variable)

TESOL 4720/5720. Bilingualism and Bilingual Education — 3 hrs.

Trends in bilingual education and current approaches to meeting the needs of emergent bilingual learners. Topics include theories, policies, and classroom practices related to bilingualism in education. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): TESOL 4120/5120 or TESOL 3110. (Variable)

TESOL 4760/5760. Language Teaching Methods II — 3 hrs.

Pedagogical principles and practical guidelines for developing effective teaching practice including adaptations for varied cultural contexts. Topics include: language acquisition, the four skills (reading, writing, speaking, listening), lesson planning, design and adaptation of instructional materials, and curriculum development. Prerequisite(s): TESOL 3110 or TESOL 4120/5120; junior standing. (Spring)

TESOL 4770. Undergraduate TESOL Practicum — 3 hrs.

Observation and practice teaching in elementary and secondary ESL classrooms. Emphasis on educational program models present in U.S. schools and on best practices in meeting the needs of English Language Learners in these environments. Attention to the requisites and realities of teaching within the State of Iowa, including assessment, reporting, and standards. Prerequisite(s) or corequisite(s): LANG 4740/5740 or TESOL 4760/5760. (Fall)

TESOL 6100. Introduction to Graduate Study in TESOL/Applied Linguistics — 3 hrs.

Introduction to sources, tools, and techniques in graduate-level study and research in TESOL and language sciences. (Fall)

TESOL 6289. Seminar in Language — 3 hrs.

Topic listed in Schedule of Classes. May be repeated for credit on different topics. (Fall and Spring)

Course Descriptions

TESOL 6297. TESOL Practicum.

Graduate-level student teaching of English as a second language. Prerequisite(s): consent of instructor. (Fall and Spring)

TESOL 6510. Second Language Acquisition — 3 hrs.

Historical background and methodology of second language acquisition research; current theories of acquisition and learning; role of individual and societal variables in language learning. (Variable)

TESOL 6740. Computer Assisted Language Learning (CALL) — 3 hrs.

Exploration of purposes, applications, and roles of computers in language learning and language testing; application to skills of reading, writing, listening, and speaking. Use of Internet resources and tools. (Variable)

TESOL 6760. Language Testing — 3 hrs.

Examination of basic approaches and techniques for constructing and interpreting language tests. (Variable)

TEXDSGN: Textiles and Apparel Courses

TEXDSGN 1002. Textile Science — 3 hrs.

Fundamentals of textiles as related to the production, sale, and use of apparel, interiors, and other products. Laboratory experiences related to the identification of fibers, yarns, and fabrics. (Fall and Spring)

TEXDSGN 1003. Creative Textile and Apparel Design Foundations — 3 hrs.

Investigation of elements and principles of design as they apply to textiles and apparel. (Fall)

TEXDSGN 2004. EuroAmerican Fashion Design History — 3 hrs.

Euro-American Apparel Design History from the Greek period to the end of the twentieth century. (Variable)

TEXDSGN 2005. Fashion Event Planning and Digital Marketing — 3 hrs.

Promotion and digital marketing as used within the textile and apparel industry. Includes marketing strategies, media selection and use, planning and budgetary processes, publicity, special event planning. (Spring)

TEXDSGN 2007. Apparel Assembly and Technical Design — 3 hrs.

Introduction to the development and assembly methods of apparel products and the relationship to product aesthetics, quality, performance, and cost. Focus on apparel manufacturing processes and specification sheets. Prerequisite(s): TEXDSGN 1002. (Fall)

TEXDSGN 2008. Computer Applications for the Textile and Apparel Industry — 3 hrs.

Introduction to commonly used computer aided design (CAD) software as applied to both apparel product development and textile design. Knowledge of basic computer skills is required. Prerequisite(s) or corequisite(s): TEXDSGN 1003. (Fall)

TEXDSGN 3009. Textile Structures & Sourcing — 3 hrs.

Structural and functional aspects of textile yarns and fabrics. Manufacturing techniques are related to physical properties of yarns and fabrics used in apparel and other end uses, with a focus on textile and apparel product development. Prerequisite(s): TEXDSGN 1002. (Variable)

TEXDSGN 3012. Fashion Design: Flat Pattern and Draping — 3 hrs.

Apparel design using a product development process, emphasizing the design process, line development, sourcing materials, costing, and production. Advanced apparel production skills (draping and pattern grading) are further developed within apparel design projects. Prerequisite(s): TEXDSGN 2007. (Spring)

TEXDSGN 3013. Professional Development: Textile and Apparel — 2 hrs.

Serves as the program capstone experience. Students study leadership skills, professional ethics, as well as prepare an internship experience. Course culminates with a large-scale group experiential learning project conducted in the field. Prerequisite(s): TEXDSGN 2007; junior standing. (Fall)

TEXDSGN 4192/5192. Research in Textiles and Apparel — 1-3 hrs.

Conduct supervised research and/or scholarly project. Prerequisite(s): research methods course; junior standing; consent of instructor. (Variable)

TEXDSGN 4194/5194. Problems in Textiles and Apparel — 1-4 hrs.

Individual topic areas of in-depth study. Prerequisite(s): junior standing; consent of instructor. (Variable)

TEXDSGN 4195. Internship in Textile and Apparel — 4 hrs.

Supervised experience in approved work situation. Transfer students must complete one full semester in residence before being approved for internship. Prerequisite(s): TEXDSGN 1003; TEXDSGN 1002; TEXDSGN 2007; TEXDSGN 1059 (Fashion Culture and Industry) or PRODINNO 1000; TEXDSGN 2008. (Summer)

TEXDSGN 4198. Independent Study in Textiles and Apparel. (Variable)

THEATRE: Theatre Courses

THEATRE 1000. Theatre in Our World — 3 hrs.

This course will explore the basic structures of theatre, how it impacts society, and how society shapes and inspires theatre. Students will also explore and collaboratively experience processes and roles common to theatrical creation. (Fall and Spring)

THEATRE 1005. Acting for Non-Majors — 3 hrs.

Through exploration of various acting methods and techniques, this course builds skills in creativity, oral communication and presentation, and critical analysis. An ideal course for students whose career paths require presenting, creating, and flexible thinking. Participants will explore improvisation, scene study, and a variety of acting exercises. At the conclusion of the course, students will be more comfortable with public speaking, creative problem solving, and thinking on their feet. This course is appropriate for all students, no experience necessary. (Variable)

THEATRE 1010. Foundations of Theatre — 3 hrs.

A collaborative approach to the exploration and development of the creative impulse, processes and results in the theatre. Production participation required; lab taken concurrently. Lab fee. Corequisite(s): THEATRE 1011. (Fall and Spring)

THEATRE 1011. Foundations of Theatre Lab — 1 hr.

Provides running crew assignments for all productions in a given semester. Requires an extensive evening commitment. Corequisite(s): THEATRE 1010. (Fall and Spring)

THEATRE 1012. Stagecraft: Scenery/Lights — 3 hrs.

Introduction to scenery and lighting planning, research and construction for theatrical production. Involves work in the Strayer-Wood Theatre Scenery Studio on TheatreUNI mainstage season plays. Discussion, 3 periods; lab, 3 periods. Lab fee. (Fall and Spring)

THEATRE 1015. Stagecraft: Costumes — 3 hrs.

Introduction to costume planning, research and construction for theatrical productions. Involves work in the Strayer-Wood Theatre Costume Studio on TheatreUNI mainstage season plays. Discussion 3 periods, lab 3 periods. Lab fee. (Fall and Spring)

THEATRE 1022. Playscript Analysis — 3 hrs.

Entry level class that introduces students to play reading using both major dramatic texts and contemporary experimental texts. Students will investigate key works of dramatic literature for insight into storytelling, its impact on society, and the connection between art and the culture in which it is created. (Fall and Spring)

THEATRE 1030. Acting — 3 hrs.

Introduction to the craft of acting beginning with exercises and culminating in applying the experience of those exercises to a scene from a play. Exploration of increasing self-awareness. Discussion, 3 periods; lab, 3 periods. Prerequisite(s): For Theatre majors: none. All others: consent of instructor. (Fall and Spring)

THEATRE 1040. Movement for the Actor — 3 hrs.

Designed to encourage relaxation, limberness, and strength. Exploration of ways in which movement and sensory work can trigger and influence character work and emotional connection. Discussion, 3 periods; lab, 3 periods. (Variable)

THEATRE 1050. Creative Drama — 3 hrs.

Prepares students to guide children and young adults in creative drama. Study of the art of spontaneous drama as it relates to education and development of young people cognitively and creatively. Discussion, 3 periods; lab, 3 periods. Lab fee. (Variable)

THEATRE 2025. Body, Voice, Awareness — 3 hrs.

Learn and apply techniques to free body, voice, mind and emotions for performance. Explore body-and-voice based approaches to theatre by 1) creating actor-generated original work and 2) inhabiting a character from an extant script. Discussion, 3 periods; lab, 3 periods. Prerequisite(s) or corequisite(s): THEATRE 1010; THEATRE 1011; THEATRE 1030. (Variable)

THEATRE 2050. Theatre Practicum — 1 hr.

Credit for approved work in theatre production (e.g., construction crew, performance, crew head, stage manager). Three required (one may be in performance). Prerequisite(s): THEATRE 1010; THEATRE 1011. (Fall and Spring)

THEATRE 2055. Devised Theatre — 3 hrs.

Collaboration in the creation and presentation of devised work. Discussion 3 periods; lab 3 periods. Prerequisite(s): THEATRE 1010; THEATRE 1011; THEATRE 1012 OR THEATRE 1015, THEATRE 1022; THEATRE 2025 or THEATRE 1030; or consent of the department. (Variable)

THEATRE 2060. Production Studies — 3 hrs.

Involvement in a play's production process combined with an in-depth study of a topic related to that production. May be repeated for maximum of 6 hours. Prerequisite(s): THEATRE 1010;

THEATRE 1011; THEATRE 1022; or consent of the department. (Variable)

THEATRE 2151. Community Engagement — 1-4 hrs.

Credit for approved work in youth theatre, drama-based education, or other community settings. May be repeated for a maximum of 12 hours. Prerequisite(s): THEATRE 1010; THEATRE 1011; THEATRE 1050; consent of supervising instructor. (Fall and Spring)

THEATRE 2190. Stage Management — 3 hrs.

Introduction to techniques, procedures, and forms used in stage managing theatre and allied performing arts. Prerequisite(s): THEATRE 1010; THEATRE 1011; THEATRE 1012 OR THEATRE 1015; sophomore standing; or consent of instructor. (Spring)

THEATRE 3003. Vocal Production for the Actor — 3 hrs.

Using relaxation and breathing techniques developed by voice practitioners, students will release tension and identify vocal habits which impede the acting process. Includes vocal precision and power, IPA and anatomy. Discussion, 3 periods; lab, 3 periods. Prerequisite(s): THEATRE 1010; THEATRE 1011; THEATRE 2025. (Variable)

THEATRE 3030. Auditioning and the Business of Acting — 3 hrs.

Selection, preparation, and performance of appropriate audition materials and development of proper audition behavior for the actor. Exploration of graduate schools and acting as a business. 3 periods. Prerequisite(s): THEATRE 1010; THEATRE 1011; THEATRE 1030; THEATRE 3126 (one semester) or consent of instructor. (Variable)

THEATRE 3050. Theatre Production — 1-4 hrs.

Assumption of a major production responsibility under supervision of faculty. May be repeated in various production areas for maximum of 12 hours. Prerequisite(s): junior standing; consent of supervising instructor. (Fall and Spring)

THEATRE 3051. Performance Engagement — 1 hr.

Graded credit for participation as a performer in a production. May be repeated for a maximum of 8 hours. (Fall and Spring)

THEATRE 3060. History of the Theatre I — 3 hrs.

Examination of plays, production methods, and historical trends in the theatre from its beginnings into the 1600s, including script analysis in preparation for production. Prerequisite(s): THEATRE 1010; THEATRE 1011; THEATRE 1022; or consent of instructor. For Communication-Theatre Teaching majors: THEATRE 1010; THEATRE 1011; or consent of instructor. (Fall)

THEATRE 3070. History of the Theatre II — 3 hrs.

Examination of plays, production methods, and historical trends in the theatre from 1600 through the present, including script analysis in preparation for production. Prerequisite(s): THEATRE 1010; THEATRE 1011; THEATRE 1022; THEATRE 3060. (Spring)

THEATRE 3090. Theatre for Communities — 3 hrs.

Course focuses on working with community partners from an asset-based model. Application of theatre techniques to various community settings and projects. Prerequisite(s): junior standing. (Spring)

THEATRE 3110/5110. Theatre for Youth — 3 hrs.

Specific problems of producing theatre for children, including readings in children's literature, child psychology, and plays. Practical experience in improvised and scripted performances. Lab fee. Prerequisite(s): THEATRE 1050 or consent of instructor. (Spring)

Course Descriptions

THEATRE 3115. Methods of Teaching Drama and Theatre — 3 hrs.

Introduction, exploration, and application of various methods for teaching and assessing drama and theatre practices and learning in K-12 venues. Prerequisite(s): Theatre majors: THEATRE 1010; THEATRE 1011; THEATRE 1012; THEATRE 1030; THEATRE 1050. These prerequisites are waived for Communication-Theatre Teaching majors and minors. Prerequisite for other students: consent of instructor. (Fall)

THEATRE 3120/5120. Acting Styles — 3 hrs.

Application of techniques learned in THEATRE 1030, including theoretical studies of various styles of acting as well as extensive scene work. Discussion, 3 periods; lab, 3 periods. Prerequisite(s): THEATRE 1010; THEATRE 1011; THEATRE 1022; THEATRE 2025; THEATRE 1030; THEATRE 3003; THEATRE 3126; or consent of instructor; junior standing. (Fall)

THEATRE 3126. Acting Studio I — 3 hrs.

Students will apply the fundamental tools and principles of acting to a variety of scripted material, including assigned scenes and monologues. Developing a practical understanding of text analysis for the actor will be a primary component of the course. Prerequisite(s): THEATRE 1010; THEATRE 1011; THEATRE 1030; junior standing. (Fall)

THEATRE 3127. Acting Studio II — 3 hrs.

Building upon the skills learned in Acting Studio I, students will explore various acting techniques through assigned readings, practical exercises, group discussion, and application to self-selected material. Students will experiment with different tools as they hone their individual actor processes. Prerequisite(s): THEATRE 1010; THEATRE 1011; THEATRE 1030; THEATRE 3126. (Spring)

THEATRE 3135/5135. Stage Combat — 3 hrs.

Basic skills of modern and historic styles of fencing, swordplay, and other modes of fighting, and application of these skills to the planning and safe execution of an effective and artistic stage fight. Discussion, 3 periods; lab, 3 periods. Prerequisite(s): for Theatre majors: THEATRE 1010; THEATRE 1011; THEATRE 1012 OR THEATRE 1015; THEATRE 1022; THEATRE 2025 OR THEATRE 1030. For non-Theatre majors: junior standing. (Spring)

THEATRE 3141. Stage Makeup — 3 hrs.

Project work in makeup for the theatre. Lab fee. Prerequisite(s): for Theatre majors: THEATRE 1010; THEATRE 1011; THEATRE 1015; or consent of instructor. Prerequisite for other students: consent of instructor. (Spring)

THEATRE 3143. Drafting for Theatre — 3 hrs.

Project work in drafting for the theatre. Lab fee. Prerequisite(s): for Theatre majors: THEATRE 1010; THEATRE 1011; or consent of instructor. Prerequisite for other students: consent of instructor. (Variable)

THEATRE 3144. Costume Patterning & Draping — 3 hrs.

Project work in costume pattern development for the theatre. Lab fee. Prerequisite(s): For Theatre majors: THEATRE 1010; THEATRE 1011; THEATRE 1015. Prerequisite for other students: consent of instructor. (Fall)

THEATRE 3146. Theatrical Painting — 3 hrs.

In this course students will explore and apply the skills and techniques of the scenic artist. Project work will include color theory, craft, tools, materials, and their application to scenery and props. Lab Fee. Prerequisite(s): For Theatre majors: THEATRE 1010;

THEATRE 1011; THEATRE 1012 or THEATRE 1015. Prerequisite for other students: consent of instructor. (Spring)

THEATRE 3155. Topics in Theatre Design and Production — 3 hrs.

Advanced topics in Design and Production involving research and experiential investigation into production techniques. Rotating topics may include Period Styles for Theatre, Advanced Problems in Theatre: Make-up, Costume, Scenery, Lighting, or Sound Production. Additional topics may be offered depending on pedagogical and/or production needs. May be repeated for a maximum of 6 hours. Prerequisite(s): for Theatre majors: THEATRE 1010; THEATRE 1011; junior standing and either THEATRE 1012 OR THEATRE 1015 as applicable to the specific content of the course; or consent of instructor. Prerequisites for other students: junior standing and consent of instructor. (Variable)

THEATRE 3160. Directing — 3 hrs.

Analysis of plays and fundamentals of directing. Discussion, 3 periods; lab, 3 periods. Prerequisite(s): For Theatre majors: THEATRE 1010; THEATRE 1011; THEATRE 1022; THEATRE 1030; THEATRE 3060; junior standing. For Communication-Theatre-Teaching majors: THEATRE 1030; junior standing. (Fall and Spring)

THEATRE 3200/5200. Internship — 1-8 hrs.

Intensive work in specialized area at off-campus theatre facility. For advanced students in theatre. May be repeated for maximum of 8 hours. Prerequisite(s): junior standing; consent of advisor and department head. (Variable)

THEATRE 3220. Design I: Theatrical Design Aesthetics — 3 hrs.

In this course, students will be introduced to the elements and principles of design, and how to apply them to the theatrical design process. Combining an understanding of aesthetics, the language of critique, and the use of 2D and 3D rendering media, students will engage in theatre-specific design processes. Prerequisite(s): THEATRE 1010; THEATRE 1011; THEATRE 1012 or THEATRE 1015. (Spring)

THEATRE 3230. Design II: Theatrical Design Process — 3 hrs.

In this course, students will revisit the elements and principles of design encountered in Design I and apply them to projects in the areas of theatrical costume, lighting, scenic, and sound design. While developing further understanding of aesthetics, the language of critique, and the use of design media, students will conceptualize and create discipline-specific expressions of design choices as communication tools appropriate for professional theatrical designers. Prerequisite(s): THEATRE 1015 or THEATRE 1012; THEATRE 3143; THEATRE 3220. (Fall)

THEATRE 3240. Design III: Theatrical Design Application — 3 hrs.

This is an advanced course, utilizing the skills learned in Design I and Design II. Students will continue to develop portfolio-quality work while starting to specialize in their design area of choice. With an emphasis on collaboration, students will create cohesive designs for theatrical productions. There will be the expectation of creating a fully conceptualized design with accompanying research and paperwork. The students will participate in design presentations to show their ability to express and support their design choices. Prerequisite(s): THEATRE 1010; THEATRE 1011; THEATRE 1015 or THEATRE 1012; THEATRE 3220; THEATRE 3230. (Spring)

UNIV: University, Interdisciplinary

Courses

UNIV 1000. First-Year Cornerstone: Integrated Communication I — 3 hrs.

The first of two courses in a single-year sequence that integrates written, oral, visual, and digital communication. Guidance and practice in critical reading, research processes, and rhetorical strategies applied to composing and delivering effective oral and written discourse - including visual and digital resources - for different purposes and audiences. Attention will be paid to critical thinking and discovering strategies for academic success. Successful completion of both UNIV 1000 and UNIV 1010 satisfies the UNIFI Written and Oral Communication requirements; credit earned for UNIV 1000 alone satisfies neither the UNIFI Written or Oral Communication requirement. Prerequisite(s): first-year student; neither UNIFI Written or Oral Communication requirement previously satisfied. (Fall)

UNIV 101. Test Course — 3 hrs.

This is a test course used only for testing purposes.

UNIV 1010. First-Year Cornerstone: Integrated Communication II — 3 hrs.

The second of two courses in a single-year sequence that integrates written, oral, visual, and digital communication. Attention will be paid to interpersonal and small group communication and research strategies and resources for academic inquiry, especially for the use in persuasive communication contexts. Students will receive continued guidance and practice in composing and delivering effective oral and written discourse - including use of visual and digital resources - for documents and presentations within various professional and public settings. Successful completion of both UNIV 1000 and UNIV 1010 satisfies the UNIFI Written and Oral Communication requirements. Prerequisite(s): first-year student; UNIV 1000. (Spring)

UNIV 1050. Career Decision Making — 2 hrs.

Introduction to a structured career decision-making process, including self-awareness, career and educational information, computerized and Internet assistance and resources, and related activities/projects. (Fall and Spring)

UNIV 1055. Strategies for Academic Success — 3 hrs.

Provides development and use of effective learning and study strategies/skills necessary for independent learning and academic success. University policies, procedures, and services will be addressed. (Fall and Spring)

UNIV 1092. Presidential Scholars Seminar — 1-3 hrs.

For Presidential Scholars only. Credit and topic listed in the Schedule of Classes. May be repeated in a different topic. (Variable)

UNIV 119P. Presidential Scholars Research — 1-3 hrs.

For Presidential Scholars only. Credit and topic to be approved by the Presidential Scholars Board. May be repeated once for a maximum of 6 hours. (Variable)

UNIV 2196. Honors Seminar — 1-3 hrs.

Seminar covering selected topics. Some sections may be restricted to University Honors students. May be repeated for credit. Prerequisite(s): sophomore standing or consent of instructor. (Variable)

UNIV 3003. Study Abroad: (Topic) — 3 hrs.

This course provides students the opportunity to explore firsthand a range of identities, communities, and conceptions of the human condition. Engage in effective critical inquiry to address complex topics in a global context. By analyzing ideas, works, and institutions, alongside the act of traveling abroad, UNI students will develop habits of mind characterized by thorough exploration of issues, ideas, histories, artifacts, and theories, including the collection and analysis of evidence before accepting or formulating an opinion or conclusion in relationship to another culture or one's own. (Variable)

UNIV 31CI/UNIV 31CI. Co-op/Internship.

(Variable)

UNIV 3930. Civic Engagement and the Humanities: (Topic) — 3 hrs.

Practicum in civic engagement, focusing on the application of civic knowledge, civic values, and civic skills as integrated with humanistic knowledge, humanistic values, and humanistic skills to address a real-world problem. Prerequisite(s): junior standing. (Variable)

UNIV 4197. Honors Thesis — 1-3 hrs.

Development and approval of thesis topic followed by completion of thesis and public presentation. May be repeated for maximum of 3 hours. Some sections may be restricted to University Honors students. Prerequisite(s): senior standing or consent of instructor. (Variable)

UNIV 4555. Interactive Digital Studies Practicum — 3 hrs.

Examines tools/methodologies involved in the production of interactive media. Students will study development models in a real-world setting; work with involved clients; develop new technology skills; and as a single class, consultatively produce a major interactive project. Prerequisite(s): declared Interactive Digital Studies (IDS) major; CM CORE 1001; CM CORE 1010; COMM 3555; COMM 4544/5544. Prerequisite(s) or corequisite(s): two completed IDS bundles; or consent of instructor. (Spring)

UNIV 51CI. Co-op/Internship.

(Variable)

WGS: Women's and Gender Studies

Courses

WGS 1040. Women's and Gender Studies: Introduction — 3 hrs.

Interdisciplinary study of women's and gender issues from historical and contemporary perspectives, using the methods and theories of feminist scholarship and gender analysis. Topics may include study of systems of domination and subordination, stereotyping and gender bias, intersections of gender, race, ethnicity, sexuality, class. (Fall and Spring)

WGS 2040. Introduction to LGBTQ Studies — 3 hrs.

This class is dedicated to the interrogation of institutions of oppression and the ways that power circulates. We will examine the constructed and essential components of sex, gender, sexuality, and relationships to see how these axes operate in everyday life and in institutions. The approach taken is decidedly eclectic, with influences from history, feminism, queer theory, performance studies, linguistics, the arts, sociology, STEM, and law. (Fall and Spring)

WGS 2050. Masculine Cultures — 3 hrs.

Recent theoretical developments have challenged stereotypes by showing how myriad "masculine" identities (of and for both men and women) are produced within specific cultural domains. Masculinities,

Course Descriptions

in their various forms, shape the lives of both men and women, and this course will use an intersectionality perspective to explore the construction, reproduction, and impact of masculinities on the cultural institutions of politics, education, work, religion, sports, family, media, and the military, to name a few. Paying careful attention to the conjunctions between materiality and culture, this course will interrogate how masculinities shape individual lives, groups, nationalisms, organizations, and institutions. (Fall and Spring)

WGS 3195/5195. Internship in Women's and Gender Studies — 1-3 hrs.

Experiential application of theory and scholarship. Responsibilities determined by faculty advisor, on-site supervisor, and student, according to organizational needs and career goals. Prerequisite(s): Women's and Gender Studies minor with completion of two or more core courses; junior standing. For graduate students: consent of WGS Director. (Variable)

WGS 6195. Graduate Internship in Women's and Gender Studies — 1-4 hrs.

Field experience for students enrolled in the Applied Track of the Women's and Gender Studies MA program. May be repeated for maximum of 4 hours. Prerequisite(s): Must be admitted to Women's and Gender Studies M.A. program; consent of Women's and Gender Studies Director. (Fall, Spring, Summer)

WGS 6289. Graduate Seminar in Women's and Gender Studies: Comparative Feminist Theories — 3 hrs.

Analysis of identities and oppressions from national and international feminist perspectives. (Spring)

WGS 6291. Graduate Proseminar in Women's and Gender Studies — 1 hr.

This class provides graduate students with an overview of Women's and Gender Studies. It explores the differences between interdisciplinary programs and those based within a single discipline and gives students tools to recognize and address tensions between disciplines that may occur in and out of the classroom. It assists students in understanding the rigors of graduate work, provides strategies for how to better approach, understand, and succeed in graduate school, explores the wide variety of career options available to those with a Women's and Gender Studies MA degree, and prepares students for the job market or future work in academia. (Fall)

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